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ABSTRACT

This manual was produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up teacher component of the National Education Longitudinal Study of 1988 (NELS:88) and to provide the necessary documentation for use of the data file. The NELS:88 teacher component was designed to provide teacher information that could be used to analyze the behaviors and outcomes of the student sample. The teacher survey instrument was administered to one mathematics or science teacher of second follow-up sample members enrolled in mathematics or science in a NELS:88 sampled school. It collected teacher evaluations of student characteristics, and performance and curricular information. Parts 1, 2, 3, and 4 contain an overview of the study, descriptions of data collection instruments and processes, and a review of sample design and weighting. Parts 5 and 6 describe data control, preparation, and processing. Chapter 7, and Appendix D, contain the information necessary to use the file. In all, there are 10 appendixes with supplemental information. Fourteen tables and 12 figures present some study data. (SLD)

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User's Manual September 1994

National Education Longitudinal Study of 1988

Second Follow-Up: Teacher Component Data File User's Manual

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User's Manual

September 1994

National Education Longitudinal Study of 1988

Second Follow-Up: Teacher Component Data File User's Manual

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National Center for Education Statistics

"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

September 1994

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Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up teacher component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data file.

Use of the data set does not require the analyst to be a sophisticated statistician or computer programmer. Most social scientists and policy analysts should find the data set organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data file and how to use it. **Chapter VII and Appendix D, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix D will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on the design and conduct of the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES's National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 second follow-up.

The sample design and weighting procedures used in the second follow-up study are documented in Chapter III, as well as standard errors and design effects and non-sampling measurement errors.

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and preparation activities such as monitoring receipt of questionnaires, editing, and data retrieval. Chapter VI describes data processing activities including machine editing, and construction of the cleaned data tape. Finally, Chapter VII describes the organization and contents of the data file and provides important suggestions for using it.

The appendices contain a list of other NCES publications; an overview of the content of the teacher survey; guidelines for Statistical Analysis System (SAS) users; the NELS:88 second follow-up teacher questionnaire; lists of items for which data was retrieved; the items included in an abbreviated version of the questionnaire; the record layout for the teacher questionnaire; and a teacher codebook. A glossary of terms used in NELS:88 constitutes the final section of the manual.

In addition to the study described in this manual, a number of supplemental NELS:88 components and related education studies are also described in Appendix A. These studies include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, third, and fourth follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

A Note on Data Use and Confidentiality

The NELS:88 second follow-up data files are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 122e 1] and the Carl D. Perkins Vocational Education Act. The GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under the Privacy Act and Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data set to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 and the Privacy Act have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data file associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protection. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

Acknowledgements

A study such as this is built first and foremost upon the students, dropouts, teachers, school administrators, and parents who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have assisted in the implementation of NELS:88.

We are grateful to the members of NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, chief of the Longitudinal and Household Studies Branch; Peggy Quinn, project officer for the second follow-up; as well as other branch staff--Ralph Lee, Shi-Chang Wu, and Jerry West--contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division supplied statistical advice and review.

Three individuals in other agencies have worked particularly hard and effectively to help realize and extend the potential of NELS:88: Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon (formerly of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education). We are grateful for their efforts.

In addition, we would like to express our appreciation of the contribution of the members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 Technical Review Panel. The panelists--Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall S. Smith, and John Stiglmeier--provided wise counsel on many a difficult issue of design, instrumentation and implementation. Aaron Pallas, Joan Talbert, Leigh Burstein, Anthony Bryk, and Senta Raizen, as consultants to the second follow-up, also contributed importantly to the design and ultimate success of the study.

Steven J. Ingels was overall NELS:88 Second Follow-Up project director. Lisa Thalji, assisted by Paul Pulliam and Jim Stipe, was project manager for the teacher component. John Baldridge and Gloria Rauens performed extensive data cleaning, item nonresponse analysis, and quality control of the data files. Laura Reed and Virginia Bartot were the data processing managers, and Martin R. Frankel was the task leader for sampling and statistics. Miriam K. Clarke provided counsel on management issues in the main study, and Leslie A. Scott contributed to the conceptualization and development of file specifications and composite variables. Donald A. Rock and Judith M. Pollack of Educational Testing Service were the task leaders for cognitive test development. Barbara L. Schneider provided valuable consultation on teacher questionnaire design issues.

The authors also wish to acknowledge those who contributed to the production of this manual. Kenneth A. Rasinski performed the confidentiality disclosure analysis for the NELS:88 second follow-up. Programmers Gloria Rauens and Michael Ma painstakingly constructed the composites and data file, and, along with Supriti Sehra, generated the statistics reported throughout the manual. Our appreciation is also extended to Karen Sutherlin, Cynthia Mathews, and Mary-Ellen Devitt for their patience and thoroughness in the production of the manuscript. Finally, we would like to thank the National Opinion Research Center field and telephone center interviewers and supervisors who with such energy and determination collected the NELS:88 data.

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I. Introduction

This manual provides guidance and documentation for users of the public release data for the teacher component of the National Education Longitudinal Study of 1988 (NELS:88). Information about the purpose of the study, the data collection instruments, sample design, data collection, and data processing procedures is presented in this manual.

1.1 The NELS:88 Second Follow-Up Teacher Survey

The NELS:88 teacher component was designed to provide teacher information that could be used to analyze the behaviors and outcomes of the student sample. The teacher survey instrument was administered to one mathematics or science teacher of second follow-up sample members enrolled in mathematics or science in a NELS:88 sampled school. The questionnaire elicited teacher evaluations of student characteristics, performance in the classroom, and curricular information about the classes taught to sample members. It also collected background information about the teachers and their schools, including both teacher demographic and professional characteristics, information about teachers' school activities, such as parent-teacher and teacher-school interactions, and perceptions of school climate and culture.

1.2 The Second Follow-Up Teacher Sample

The teacher survey attempted to collect one mathematics or science teacher report for each sampled student enrolled in a mathematics or science course in a NELS:88 sampled school; teachers of NELS:88 students who were not enrolled in one of the NELS:88 schools were not eligible for the teacher survey. Because the subject area of the teacher report was either mathematics or science, the student needed to be enrolled in one of these subject areas to be eligible for a teacher report. In the base year teacher survey, either a mathematics or science teacher reported on each student. Students enrolled in only one class, mathematics or science, were eligible for the one teacher report, regardless of the subject area of their base year teacher report. For students in the second follow-up who were enrolled in both mathematics and science, either a mathematics or science teacher was surveyed depending on the student's base year subject area assignment.

Although the student sample constitutes a nationally representative cross-section of 1992 twelfth-grade students, **the NELS:88 teacher sample does not constitute a nationally representative sample of twelfth-grade teachers alone**. The teacher sample was entirely student driven. Each teacher's appearance in the sample depended upon his or her linkage to a sampled student who chose to participate in the NELS:88 second follow-up, and not all students were enrolled in schools in which the teacher survey was conducted.

Additionally, the sample does not constitute a representative sample of teachers even in the two subject areas to which the teacher study was restricted. Unlike the base year, in which the school sample constituted a representative sample of all eighth-grade schools in the nation in 1988, the second follow-up school sample was determined by the dispersion patterns of base year and first follow-up sample members to twelfth-grade schools, and does not constitute a national probability sample of schools. Even if all the teachers in the two subject areas in the NELS:88 schools had been included, the population from which NELS:88 teachers were selected would not have been representative of all twelfth-grade teachers in the nation. Although it is possible to create teacher-level and course-level data sets using the second follow-up teacher data, they are not valid probability samples and no statistical weight has been provided for this level of analysis. However, the NELS:88 second follow-up contextual weight adjusts the teacher data

used in conjunction with the student data such that it provides, for example, nationally representative samples of both seniors and 1988 eighth graders enrolled in math or science courses in 1992.

1.3 Structure of the Teacher Data File

The teacher data file is organized at the level of student-teacher pairs. Data from 5,657 teachers linked to 15,695 students are contained in the teacher file. This file also contains student information, class information, and teacher background information. An identification code permits linkage to other files (see Chapter VII for instructions for making this link). Further details of the file structure for the teacher survey are provided in Chapter VI.

Because the second follow-up teacher data cannot be used to make generalizations to the population of twelfth-grade teachers, **teacher weights have not been provided** on the teacher data file. However, because the NELS:88 teachers are, essentially, informants on NELS:88 students, the contextual student weight available on the teacher file can be used in conjunction with the teacher data when students are employed as the central unit of analysis and their teachers as a source of contextual data. Weighted frequencies in the codebook to this user's manual reflect use of the second follow-up contextual weight, F2CXTWT, with the teacher data.

1.4 Organization of the Data User's Manuals

NELS:88 data sets have been produced in both public use and restricted use form. The **public use** data files reflect alteration or suppression of some of the original data imposed to minimize the risk of statistical disclosure of the identity of responding individuals and institutions. The **restricted use** files preserve the original data free of all confidentiality edits. Data files with high disclosure potential, specifically the transcript file and the school effectiveness study file, are available in restricted form only. This manual may be utilized with both the public use and restricted use data files. Variables that were modified or suppressed on the public use files, but appear on the restricted use version of the data, are included in the codebook in their modified public use form. A more detailed discussion of measures used to preserve respondent confidentiality, and of procedures for gaining access to restricted use data, may be found in section 1.8 of this manual.

In addition to documentation for the restricted use transcript and school effectiveness study data files, five manuals have been produced for the NELS:88 second follow-up, one to accompany each of the five public release files: student, dropout, parent, teacher, and school. Each manual furnishes the user with information and documentation about NELS:88 and the specific public release data file.

While this manual is intended for use with the second follow-up teacher component data, a data file user's manual was also produced and released to accompany each of the four public release data files of the base year and each of the four public release data files in the first follow-up surveys. Information on these publications and other documentation for NELS:88 is discussed in section 1.8 of this manual.

1.5 Overview

1.5.1 NCES's National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics"

(Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary school students, NCES instituted the National Education Longitudinal Studies (NELS) program. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these studies follows.

1.5.2 The National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems. Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed.

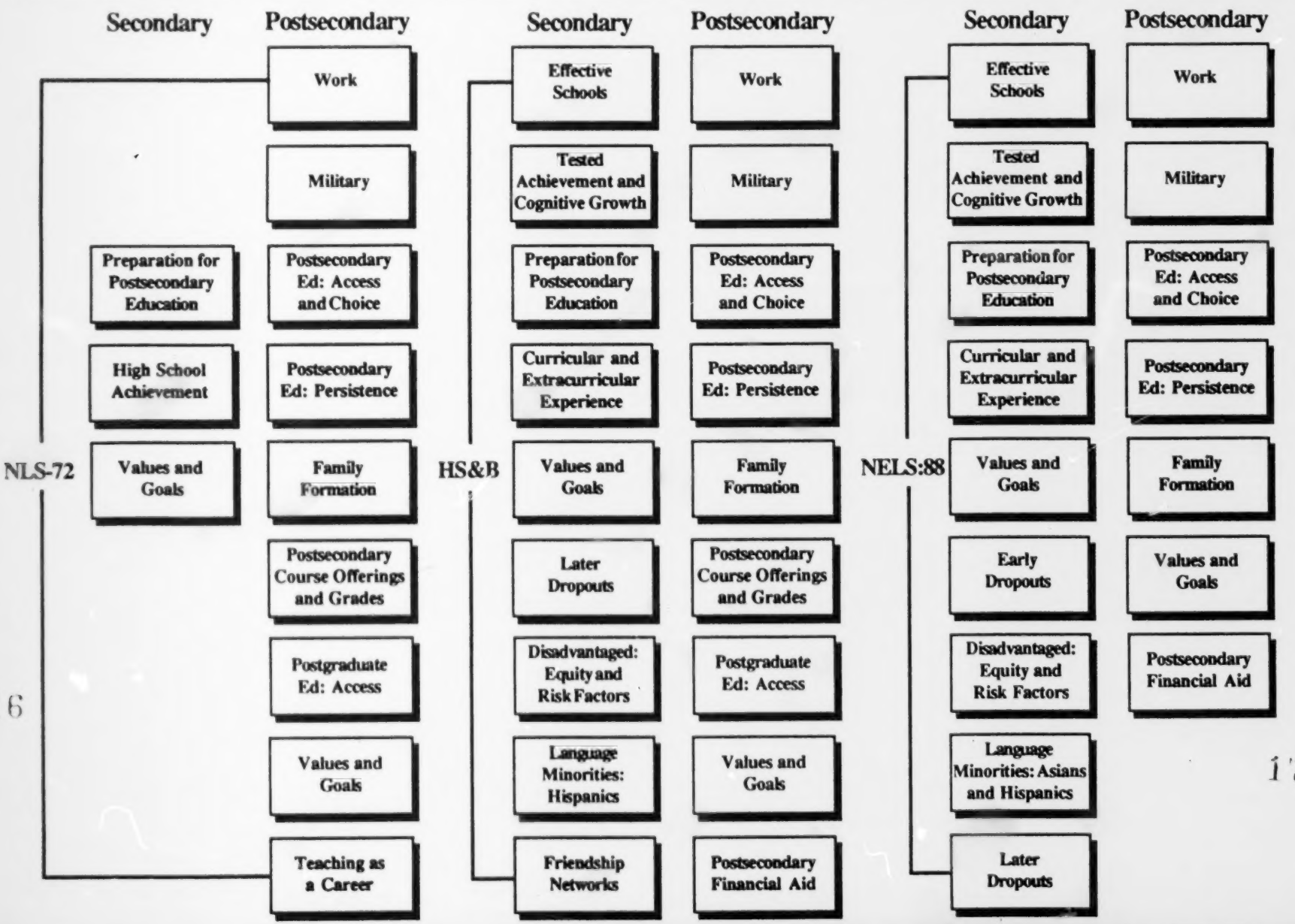
In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

1.5.3 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. Unlike NLS-72, HS&B included cohorts of both tenth and twelfth graders. Since the base year data collection in 1980, four follow-ups of the HS&B cohorts have been completed: one in the spring of 1982; one in the spring of 1984; one in the spring of 1986, and (for the sophomore cohort only) one in the spring of 1992.

Figure 1-1: Development of key research issues for the NCES National Education Longitudinal Studies Program



The four NELS program cohorts (NLS-72 seniors, the HS&B sophomores and seniors, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986, when these respondents were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is designed to fit into this larger analytical scheme. The NELS:88 first follow-up sophomore class of 1990 parallels the HS&B sophomore class of 1980; similarly, the second follow-up senior class of 1992 will parallel the 1980 and 1982 HS&B, and 1972 NLS-72 senior classes.[1]

1.6 The National Education Longitudinal Study of 1988 (NELS:88): Overview

The **base year** of the National Education Longitudinal Study of 1988 (NELS:88) represented the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. This study of the 1988 eighth-grade cohort collects data about educational processes and outcomes pertaining to student learning, predictors of dropping out, and the effects of schools on students' access to programs and equal opportunity to learn.

The **first follow-up** in 1990 provided the first opportunity for longitudinal measurement of the 1988 baseline sample. It also provided a comparison point to high school sophomores ten years before, as studied in HS&B. The study captured the population of early dropouts (those who leave school between the end of eighth grade and the end of tenth grade), while monitoring the transition of the student population into secondary schooling. Freshening the NELS:88 sample to represent the tenth-grade class for 1990 makes trend comparisons with the HS&B sophomore cohort possible.

The **second follow-up** took place in 1992, when most sample members entered the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of the transition into the labor force and postsecondary education after high school. Freshening the NELS:88 sample to represent the twelfth-grade class of 1992 makes trend comparisons with the senior cohorts that were studied in NLS-72 and HS&B possible.[2] The NELS:88 second follow-up resurveyed students who were identified as dropouts in 1990, and identified and surveyed those additional students who left school after the first follow-up.

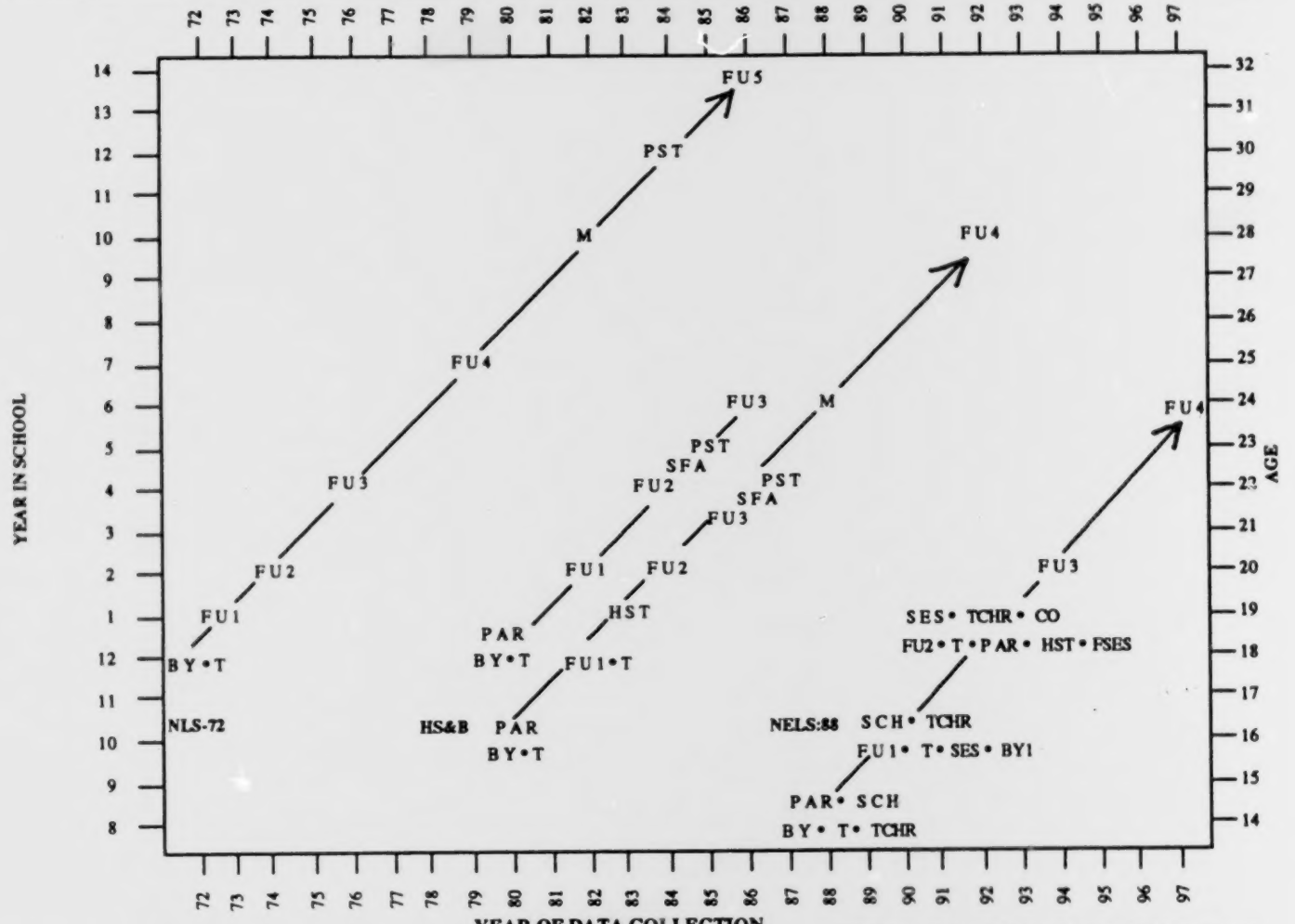
The **third follow-up** is occurring in 1994, when most sample members will be in postsecondary education or in the labor market. The Goals of the 1994 round are to provide data for trend comparisons

---

[1] Note, however, that the HS&B 1980 sophomore cohort in 1982 does not strictly constitute a representative sample of the nation's 1982 seniors, but rather a representative sample of 1980 sophomores two years later. Because of the sample freshening that took place in NELS:88 (but not in HS&B), the subset of NELS:88 sample members who were high school seniors in the spring of 1992 are nationally representative of seniors and are comparable to the NLS-72 and HS&B 1980 probability samples of twelfth graders.

[2] The process referred to here as freshening added students who were not in the base year sampling frame, either because they were not in the country or because they were not in eighth grade in the spring term of 1988. The 1990 freshening process provided a representative sample of students enrolled in tenth grade in the spring of 1990. The 1992 freshening process provided a representative sample of students enrolled in twelfth grade in the spring of 1992.

Figure 1-2: Research design for the NCES National Education Longitudinal Studies (NELS) program



NLS-72 = National Longitudinal Study of the High School Class of 1972
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
FU5 = Fifth follow-up data collection
M = Maintenance of address date
PST = Postsecondary education transcripts
T = Cognitive test administration

HS&B = High School & Beyond: 1980
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
M = Maintenance of address date
PAR = Survey of parents
PST = Postsecondary education transcripts
SFA = Student financial aid records
T = Cognitive test administration

NELS:88 = National Education Longitudinal Study of 1988
BY = Base year data collection
BY1 = Base Year Ineligible Study
FSES = Followback Study of Excluded Students
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
CO = Course offerings
PAR = Survey of parents
SCH = School administrator survey
SES = School effectiveness study
T = Cognitive test administration
TCHR = Survey of teachers

with NLS-72 and HS&B, and to continue cross-wave comparisons with previous NELS:88 rounds. The third follow-up will permit researchers to assess the effect of eighth-grade and high school curricular experiences on postsecondary education choice. The third follow-up will provide the means by which access of individuals with different backgrounds to quality educational institutions can be examined. The third follow-up will facilitate study of the influences of high school education experiences on postsecondary education and employment opportunities and choices. Labor force participation, postsecondary persistence, curricular progress, and family formation are further research topics which will be explored by the third follow-up. Additionally, the third follow-up will provide a basis for assessing how many dropouts have returned to school and by what route, and will measure the access of dropouts to vocational training programs and to other postsecondary institutions. A **fourth follow-up** will take place in 1997 or 1998.

1.6.1 NELS:88 Study Objectives

NELS:88's major features include the integration of student, dropout, school, parent, and teacher studies; the initial concentration on an eighth-grade student cohort with follow-up at two year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Multiple research and policy objectives are addressed through the NELS:88 design. The study is intended to produce a general purpose data set for the development and evaluation of federal educational policy. Part of its aim is to inform decision makers, education practitioners, and parents about the changes in the operation of the educational system over time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues including: identification of school attributes associated with achievement; the transition of different types of students from eighth grade to secondary school; the transition of secondary students to postsecondary education or the work force; the influence of ability grouping and program type on future educational experiences and achievements; determinants of students' dropping out of the educational system; and changes in educational practices over time. One of the defining features of NELS:88 is the extensive attention it gives to the role of parents. The second follow-up parent survey (the parent survey was also conducted in 1988) gathered data on the effect of parents' attitudes and behaviors on educational or career choices, financial preparation for postsecondary education, the correlates of active parental involvement in the school, and the parent's role in the educational success of their children. Appendix C provides an overview of some of the key policy issues of education research and the second follow-up student, dropout, and teacher items which are related to them.

The NELS:88 design enables researchers to conduct analyses on three principal levels: cross-wave, cross-sectional at a single time point, and cross-cohort by comparing NELS:88 findings to those of HS&B and NLS-72. The first of these levels provides NELS:88 with its primary objective: to serve the purposes of longitudinal measurement. The sampling and data collection designs give priority to maintaining and surveying a substantial number of base year sample members, as well as to sustaining overlapping but analytically distinct cohorts of sophomores and seniors.[3] Users of NELS:88 data will be able to study the effect of a wide variety of factors on students' educational and professional attainment. The longitudinal data gathered from students, and augmented through parent, teacher, school administrator, and school record (for example, academic transcripts) accounts of students' progression

[3] Sample freshening in the first follow-up ensured the existence of a nationally representative sophomore cohort as well. *All* 1990 tenth graders have been retained in the 1992 sample.

and development, will facilitate scrutiny of various facets of students' lives--their problems and concerns, their relationships with parents, peers, and teachers, and the characteristics of their schools--and permit examination of the impact of these factors on social, behavioral, and educational development.

The second analytic level within NELS:88 is cross-sectional. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students at two-year intervals, and freshening the 1990 and 1992 samples to obtain representative national cross-sections of tenth and twelfth graders, the study also provides a statistical profile of America's eighth graders, high school sophomores, and high school seniors.

Finally, NELS:88 has been designed to provide researchers with data for drawing comparisons with previous NCES longitudinal studies. After the release of NELS:88 first follow-up data, researchers were able to conduct trend analyses with the 1980 sophomore cohort of HS&B. With completion of the NELS:88 second follow-up, comparisons may be made among NELS:88, HS&B, and NLS-72 senior cohorts. To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey were repeated in each wave of NELS:88, and data processing and file conventions have been kept consistent, to the maximum extent feasible, with HS&B and NLS-72. For users specifically interested in conducting trend analyses of NLS-72, HS&B and NELS:88 data, further information on content and design similarities and differences between these three studies is presented in Appendix D of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*.

1.6.2 Base Year Study and Sample Design

The base year study design comprised four components: surveys and tests of **students**, and surveys of **school administrators**, **parents,** and **teachers**. A student questionnaire gathered information about basic background variables and a range of other topics including school work, educational and occupational aspirations, and social relationships. Students also completed a series of curriculum-sensitive cognitive tests to measure educational achievement and cognitive growth between eighth and twelfth grades in four subject areas--reading, mathematics, science, and social studies (history/government). A school administrator questionnaire was completed by school principals or headmasters. It gathered descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and programs. One parent of each student was asked to respond to a parent survey intended to measure parental aspirations for children, family willingness to commit resources to children's education, the home educational support system, and other family characteristics relevant to achievement. Finally, selected teachers in two of the four subject areas completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices.

In the NELS:88 base year, a two-stage stratified probability design was used to select a nationally representative sample of eighth-grade schools and students. Schools constituted the primary sampling unit; the target sample size for schools was 1,032. A pool of 1,032 schools was selected through stratified sampling with probability of selection proportional to eighth-grade size and with oversampling of private schools. A pool of 1,032 replacement schools was selected by the same method. Of the 1,032 initial selections, 30 proved to be ineligible. Of the 1,002 eligible selections, 698 participated. An additional 359 schools (supplied by alternative selections available from the replacement pool) also participated, for a total school sample of 1,057 cooperating schools, of which 1,052 schools (815 public schools and 237 private schools) contributed usable student data. For 1,035 of these 1,052 schools, both student and school administrator data were received. In the NELS:88 base year design, students were the secondary sampling unit. The second stage--student sampling--produced a random selection of 26,432

students among participating sampled schools, resulting in participation by 24,599 spring term 1988 eighth graders.[4] On average, each of the participating schools was represented by 23 student participants. Additional information about the base year sample design is provided in the *NELS:88 Base Year Sample Design Report*.[5] Figure 1-3 lists the NELS:88 survey components, instruments, and modal grades for the base year, first follow-up, and second follow-up.

1.6.3 First Follow-Up Core Study and Sample Design

The first follow-up of NELS:88 comprised the same components as the base year study, with the exception of the parent survey, which was not repeated in the 1990 round. In addition, three new components--the dropout study, base year ineligible study, and school effectiveness study--were initiated in the first follow-up, and a freshened sample was added to the student component. As in the base year, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure tenth-grade achievement and cognitive growth between 1988 and 1990 in the subject areas of mathematics, science, reading, and social studies (history/geography/civics). The student questionnaire collected basic background information, and asked students about such topics as their school and home environments, participation in classes and extra-curricular activities, current jobs, their goals and aspirations, and opinions about themselves. Following the base year design, a school questionnaire was completed by school principals, and two teachers of each student were asked to complete a teacher questionnaire. First-time participants in NELS:88 completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the first follow-up. The first follow-up also surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and the spring term of the 1989-90 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, family formation, plans for the future, employment, attitudes and self-concept, and home environment.

The selection of students in the first follow-up was implemented in two stages. The first stage of sampling involved the selection of 21,474 students in the eighth-grade NELS:88 sample in 1988.[6] Because some sophomores in 1990 were not in the country or were not in the eighth grade in the spring term of 1988, the representative subsample of the eighth-grade cohort was augmented through a process called freshening. The goal was to provide a representative sample of students enrolled in the tenth grade in the 1989-90 school year. Freshening added 1,229 tenth graders (of whom 1,043 were found to be eligible and retained after final subsampling) who were not contained in the base year sampling frame.

Several components were added to the first follow-up to increase its analytic power. One of these enhancements, the **base year ineligible (BYI) study**, was added to the first follow-up in order to ascertain the 1990 school enrollment status and the 1990 NELS:88 eligibility status of students who were excluded from the base year survey due to a language barrier or physical or mental disability which precluded them

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[4] The sample size of 26,435 cited in the *NELS:88 Base Year Student Component Data File User's Manual* is a typographical error.

[5] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R.E. August 1990; NCES 90-463, ERIC ED 325-502.

[6] This includes students who were base-year nonrespondents as well as approximately 2,400 sample members sponsored by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA).

Figure 1-3: Base year through fourth follow-up -- NELS:88 components

	BASE YEAR	FIRST FOLLOW-UP	SECOND FOLLOW-UP	THIRD FOLLOW-UP	FOURTH FOLLOW-UP
Data collection:	spring term 1988	spring term 1990	spring term 1992	spring 1994	spring 1997 or 1998
Grades included:	Grade 8	modal grade = sophomore	modal grade = senior	H.S. + 2 years	H.S. + 5 or 6 years
Cohort:	**students:** questionnaire, tests	**students, dropouts:** questionnaire, tests	**students, dropouts:** questionnaire, tests, H.S. transcripts	**all individuals:** questionnaire	**all individuals:** questionnaire
Parents:	questionnaire	none	**students, dropouts:** questionnaire	none	none
Principals:	questionnaire	**students:** questionnaire	**students:** questionnaire	none	none
Teachers:	two teachers per student (taken from English, social studies, mathematics, or science)	**students:** two teachers per student (taken from English, social studies, mathematics, or science)	**students:** one teacher per student (taken from mathematics or science)	none	none

from completing a questionnaire and cognitive test. Any eligible students were included in both the first and second follow-up.

In addition to the BYI study, the **school effectiveness study** (SES), designed to sustain analyses of school effectiveness issues, was conducted in conjunction with the first follow-up. The within-school student sample of 251 participating first follow-up high schools in the thirty largest metropolitan statistical areas was augmented to produce a probability sample of both schools and students within the framework of the primary longitudinal study.

1.6.4 Second Follow-Up Core Study and Sample Design

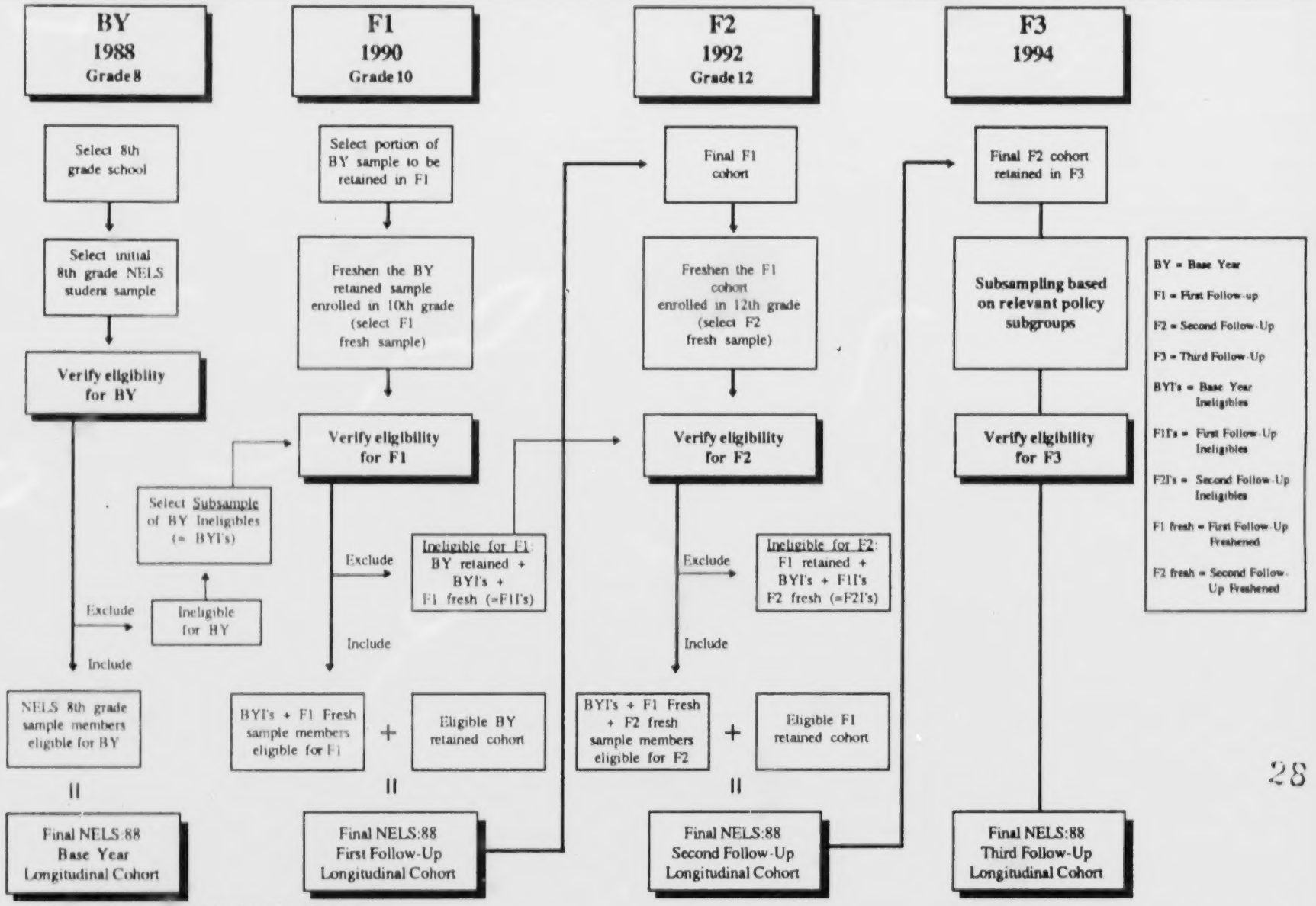
The NELS:88 second follow-up repeats all components of the first follow-up study. In addition, the parent component is included once again in the second follow-up. Two new components--the transcript and course offerings components--were initiated in the second follow-up. The course offerings component was implemented as a part of the school effectiveness study. The transcript component was undertaken for sample members as described in section 1.6.5. Sample freshening was also implemented in the second follow-up to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-1992 school year.

Each student and dropout selected for the first follow-up was included in the second follow-up. From within the schools attended by the sample members, 1,500 twelfth-grade schools were selected as sampled schools. Of the 1,500 sampled schools, the full complement of component activities occurred in 1,374 schools. For students attending schools other than those 1,374 schools, only the student and parent questionnaires were administered. Retaining the entire first follow-up sample in the 1992 round provides an optimally efficient sample for the NELS:88 second follow-up while satisfying researchers who are interested in maximizing the presence in the study of rare policy-relevant populations.

The student sample was then augmented through freshening at the NELS:88 selected schools, the aim of which was to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-92 school year. Freshening added 364 twelfth graders (of whom 243 were deemed eligible) who were not contained in the base year sampling frame, either because they were not in the country, or were not in the eighth grade in the spring term of 1988. Additional information about the second follow-up sample design is provided in Chapter III of this manual and in the forthcoming *NELS:88 Second Follow-Up Sample Design Report*. Most in-school survey sessions were held in the period from January through March 1992, though a few took place as late as June 1992. Dropout data collection occurred between January and October 1992. Figure 1-4 illustrates the longitudinal design of NELS:88.

As in the previous waves, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure twelfth-grade achievement and cognitive growth between 1988 and 1992 in the subject areas of mathematics, science, reading, and social studies (history/citizenship/ geography). The student questionnaire asked students about such topics as academic achievement; student perceptions and feelings about their curriculum and school; family structure and environment; social relations; and aspirations, attitudes, and values, especially as they relate to high school and occupational or postsecondary educational plans. The student questionnaire also gathered data about the family decision-making structure during the critical transition from secondary school to postsecondary education or the work environment. The student questionnaire contained a supplement for early graduates, the intent of which was to document the reasons for and circumstances of early graduation. If a student was

Figure 1-4: Longitudinal Sample Design of NELS:88 (1988 - 1994)*


BY
1988
Grade 8
F1
1990
Grade 10
F2
1992
Grade 12
F3
1994
Select 8th grade school
Select initial 8th grade NELS student sample
Verify eligibility for BY
Select Subsample of BY Ineligibles (= BYI's)
Exclude
Ineligible for BY
Include
NELS 8th grade sample members eligible for BY
Final NELS:88 Base Year Longitudinal Cohort
Select portion of BY sample to be retained in F1
Freshen the BY retained sample enrolled in 10th grade (select F1 fresh sample)
Verify eligibility for F1
Exclude
Ineligible for F1: BY retained + BYI's + F1 fresh (=F1I's)
Include
BYI's + F1 Fresh sample members eligible for F1
+
Eligible BY retained cohort
Final NELS:88 First Follow-Up Longitudinal Cohort
Final F1 cohort
Freshen the F1 cohort enrolled in 12th grade (select F2 fresh sample)
Verify eligibility for F2
Exclude
Ineligible for F2: F1 retained + BYI's + F1I's F2 fresh (=F2I's)
Include
BYI's + F1 Fresh + F2 fresh sample members eligible for F2
+
Eligible F1 retained cohort
Final NELS:88 Second Follow-Up Longitudinal Cohort
Final F2 cohort retained in F3
Subsampling based on relevant policy subgroups
Verify eligibility for F3
Final NELS:88 Third Follow-Up Longitudinal Cohort
BY = Base Year
F1 = First Follow-up
F2 = Second Follow-Up
F3 = Third Follow-Up
BYI's = Base Year Ineligibles
F1I's = First Follow-Up Ineligibles
F2I's = Second Follow-Up Ineligibles
F1 fresh = First Follow-Up Freshened
F2 fresh = Second Follow-Up Freshened

* Fourth follow-up is scheduled for 1997

a first-time participant in NELS:88, he or she also completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the second follow-up.

A school administrator questionnaire, as in the first follow-up, was completed by school principals or headmasters. In a departure from the base year and first follow-up teacher surveys, only one teacher, either a mathematics or science teacher, was asked to complete a questionnaire for each sampled student enrolled in these subject areas in a NELS:88 sampled school.

The second follow-up, in addition to surveying students who were enrolled in school, surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and the spring term of the 1991-92 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, plans for the future, employment, attitudes and self-concept, and home environment.

1.6.5 Second Follow-Up Design Enhancements

Two new components, the **transcript** and the **course offerings** components, were added to the NELS:88 second follow-up. These components provide archival data which describe the academic experience of high school students and the curricula offered by their schools. The complete high school transcript record was collected for 1) the contextual sample--students attending sampled schools in the spring of 1992; 2) all dropouts, dropouts in alternative programs, and early graduates, regardless of school affiliation; and 3) triple ineligibles enrolled in the twelfth grade in the spring of 1992, regardless of school affiliation. Triple ineligibles are sample members who were ineligible for the base year, first follow-up, and second follow-up surveys due to mental or physical disability, or language barrier. NELS:88 course-taking data will provide not only a baseline against which future student outcome measures can be compared, but will illuminate trends when contrasted to the 1982 HS&B high school transcript study, the 1987 National Assessment of Educational Progress (NAEP) transcript study, and the 1990 NAEP transcript study. The course offerings component provides curriculum data from second follow-up school effectiveness study schools through which school effects on student outcomes can be studied.

The **school effectiveness study (SES)** was added to the first follow-up to provide a probability sample of tenth-grade schools, with a sizable and representative within-school sample of students, through which longitudinal school-level analysis (comparable to 1980-82 HS&B sophomore cohort analysis) could be conducted. In the first follow-up school effectiveness study, permission to conduct the study was gained from 251 schools and 248 of those schools were final SES participants. The second follow-up school effectiveness study returned to 247 of the 251 cooperating first follow-up SES schools, conducting freshening on both longitudinal and SES sample members, and selecting additional students from the pool including students who transferred into the school since the 1989 selection of SES students. The second follow-up school effectiveness study was enhanced by the addition of archival data collected by the new course offerings component, and was further augmented by the administration of free response science and mathematics cognitive test items in SES schools.

1.7 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year, first follow-up, and second follow-up studies and enrich them through a variety of means. Enhancements sponsored by various groups included: sample supplements for states

to provide representative state samples, oversamples of specific student groups, supplemental questions for various data collection instruments, and supplemental questionnaires.

1.7.1 Sample Supplements and Augmentations

Sample supplements and augmentations for the second follow-up were sponsored by various sources. The National Science Foundation (NSF) sponsored the core study teacher component, while NCES funded administration of the teacher survey in the school effectiveness study. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provided funds in the base year for oversampling Hispanic and Asian-Pacific Islander students, and for disproportionately retaining Hispanic, Asian-Pacific Islander, and American Indian students in the first follow-up. The **school effectiveness study (SES)** of the second follow-up was begun in the first follow-up with funds from the MacArthur Foundation and from NCES. NCES also sponsored the **follow-back study of excluded students (FSES)**, a continuation of the base year ineligible study of the first follow-up, which included 303 base year sample members who were ineligible to participate in the base year or first follow-up surveys. For each wave of NELS:88, all survey instruments and cognitive tests were administered to the core study (which included the OBEMLA oversample) and augmentation samples in an identical fashion; some by personal interviews, and others by telephone.

1.7.2 Instrument Supplements

The NELS:88 second follow-up instruments were supplemented in various ways by federal agencies. The National Science Foundation (NSF) sponsored supplemental mathematics and science items on the student questionnaire and free response science and mathematics items on the school effectiveness study cognitive test. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA), added questions about minority language use patterns and bilingual programs. Appendix A contains information on related NELS:88 enhancements and state augmentations, as well as data from other education studies which are available through NCES.

1.8 NELS:88 Data and Documentation

NELS:88 base year, first follow-up, and second follow-up data are available in both **public use** and **restricted use** versions on both magnetic tape and on compact disc (CD-ROM). While this manual is specifically designed for use with the public release files, it is also appropriate for use with the restricted data.

Because multilevel microdata (that is, individual-level data from multiple, linkable sources) carries with it some risk of statistical disclosure of institutional or individual identities, the NELS:88 data have been extensively analyzed to determine which items of information, used alone, in conjunction with other key variables, or in conjunction with public external sources such as school universe files, have significant disclosure potential. Variables that were found to pose significant disclosure risks were suppressed or altered to remove or substantially reduce such risks. For example, in some cases, continuous variables have been recast as categorical variables, or fine-grained categorical variables have been more grossly recategorized.

In a few instances, data elements have been suppressed or changed. Because of this, a particular school or individual student might be characterized in terms of a certain variable on the restricted use version of the NELS:88 data, but be coded to missing on the public files, coded to an adjacent response

category, or included in a code which collapsed two or more response categories. These suppressions and recodes have been clearly labelled in the codebooks included in each data file user's manual.

While the extremely high value that is placed on confidentiality--not only by federal statute, but also by NCES and contractor standards--justifies these alterations of the data, it is recognized that some of these protections against disclosure may at times reduce the analysis potential of certain variables in the data set. For example, when only ranges of percentages are given for a variable, threshold points that may be important for some analyses may be obscured, or nonlinearities in relationships hidden. No matter how thoughtfully continuous variables are transformed into categorical form, different cut points for the categories may be desirable, depending on one's particular analytic purposes. While most suppressed data will have only a.negligible effect on most analyses, there are times when the suppressed information is critical. For this reason, NCES also makes restricted use data files available to qualified researchers with a proven need for the data in its restricted use form. To obtain the restricted use data, it is necessary for an organization to obtain a licensure agreement from NCES. The agreement must be signed by the principal investigator and by someone authorized to commit the organization to the legal requirements. In addition, each professional or technical staff member with access to the data must sign and have notarized an affidavit of nondisclosure. Refer to section 7.3.2 for instructions for obtaining access to the NELS:88 restricted use data files.

1.8.1 Base Year Data Tapes and Documentation

Four public release tapes were produced for the NELS:88 base year study, one for each study component--the student, school, parent, and teacher. A data file user's manual was produced for each of the public release data tapes.[7] Additional forms of documentation produced include the *NELS:88 Base Year Sample Design Report* which assesses the sampling procedures for the base year survey.[8] The *Psychometric Report for the NELS:88 Base Year Test Battery* gives an in-depth description of the rationale, development, and statistical properties of the eighth-grade cognitive test battery.[9] The *NELS:88 Base Year Final Technical Report* provides detailed documentation of the methodology of the survey.[10] Finally, *Quality of the Responses of Eighth-Grade Students in NELS:88* documents the reliability and validity of student responses.[11] A number of additional NELS:88 analysis reports and special tabulations are available from NCES. Information on published and planned reports and tabulations is provided in Appendix B.

1.8.2 First Follow-Up Data Files and Documentation

Four public release data files were produced for the NELS:88 first follow-up, one for each study component--the student, dropout, school, and teacher surveys. As with the base year data files, a data

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[7] Ingels, S.J.; Abraham, S.Y.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R. March 1990; NCES 90-464, 90-466, 90-482 (ERIC ED 322-223), 90-484 (ERIC ED 322-222).

[8] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R. August 1990; NCES 90-463, ERIC ED 325-502.

[9] Rock, D.A., and Pollack, J.M. April 1991; NCES 91-468, ERIC ED 334-241.

[10] Ingels, S.J.; Rasinski, K.A.; Frankel, M.R.; Spencer, B.D.; Buckley, P.; 1990; Chicago: NORC.

[11] Kaufman, P.; Rasinski, K.A.; Lee, R.; West, J. September 1991; NCES 91-487, ERIC ED 339-722.

user's manual was provided for use with each public release first follow-up data file.[12] The student data file user's manual encompasses both the 1988 and 1990 waves of the study.

Other first follow-up documentation, including an assessment of sampling and the psychometric properties of the cognitive tests are reported in the *NELS:88 First Follow-Up Final Technical Report*.[13] Special reports and tabulations based on first follow-up findings have either been published or are in preparation at this time. These reports, and their estimated release dates, are listed in Appendix B.

An electronic codebook released in the spring of 1993 is housed on CD-ROM and includes public use student, school, and teacher data from the base year and first follow-up waves of NELS:88. Also included in the first follow-up electronic codebook released on CD-ROM are public use data from the base year parent survey and dropout data from the first follow-up. The electronic codebook is MS-DOS based and menu driven. This on-line codebook system allows PC or PC-compatible computer users to:

- search a list of relevant variables based on key words or variable names;
- view frequencies for each variable;
- view question text;
- write SAS or SPSS control card files which can be used to construct a data system file; and,
- generate a codebook of selected variables.

Documentation includes an instruction guide to codebook operation and a technical appendix which outlines computer system requirements for codebook use.

1.8.3 Second Follow-Up Tapes, Electronic Codebook on CD-ROM, and Documentation

Five user's manuals have been produced for the NELS:88 second follow-up public release files, one to accompany each of the following components: student, dropout, parent, teacher, and school. Each manual furnishes the user with general information and documentation both about NELS:88 and a specific public release data file. Although the five user's manuals are written for use with the public release data files, they may also be utilized with the restricted use files. Additional manuals will be produced for use with the transcript and school effectiveness study restricted use data files.

The second follow-up magnetic tapes and ECB/CD-ROM comprise all components of the second follow-up survey, as well as updated base year and first follow-up files. The student cognitive test scores have been updated for the second follow-up release of the base year, first follow-up, and second follow-up files, and the ECB features windows with both weighted as well as unweighted frequencies and percentages. A user's guide is available for the ECB and CD-ROM products.

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[12] Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L. April 1992; NCES 92-030, 92-083, 92-084, 93-085 (ERIC ED 347-780).

[13] Ingels S.J., Scott L.A., Rock D., Pollack J., Rasinski K.; Chicago: NORC, 1993; Washington D.C.: NCES, 1994.

Other second follow-up restricted data files, such as the high school transcript survey, the school effectiveness study (SES), and the early graduate supplement, also appear on CD-ROM but not in the ECB format. These files can be downloaded to floppy diskette or hard drive on a PC, and/or uploaded to mainframe or other machines. The files can be converted to systems files for use with standard statistical software packages. Chapter VII of this manual contains additional information on the magnetic tape and CD-ROM releases.

Additional forms of second follow-up documentation, including an in-depth assessment of sampling and non-sampling error, the sampling design, the psychometric properties of the cognitive tests, and various analysis reports are planned. These reports, and their estimated release dates, are listed in Appendix B.

II. Data Collection Instruments

This chapter provides a brief description of the survey instruments and cognitive tests used in the NELS:88 second follow-up. The data collection instruments for the second follow-up were similar in content and form to those utilized in the prior waves. The instruments consisted of a teacher, student, dropout, parent, and school administrator questionnaire, and cognitive tests for students and dropouts. The new student supplement, added in the first follow-up to elicit demographic information from newly freshened students, was again administered in the second follow-up. An early graduate supplement was added for students who graduated from high school before their in-school data collection session in the spring of 1992.

Instrument development was guided by the research objectives of NELS:88. Questionnaires were designed to meet the longitudinal goals of the study, and items were chosen based on their utility in predicting or explaining future outcomes as measured in the second follow-up or later survey waves. All of the questionnaires employed in the base year, first follow-up, and second follow-up surveys were framed to provide continuity and consistency with earlier NCES education longitudinal studies, as well as to address new areas of policy concern and to reflect recent directions in theory. Where appropriate, NELS:88 drew test and questionnaire content from NLS-72, HS&B, and other NCES studies, such as the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study (SASS), to ensure a common standard of measurement that would permit comparisons with other important data sources, and maximize the utility of NELS:88 data. For example, NELS:88 mathematics tests were designed so that NELS:88 and NAEP test scores can be equated, and so that HS&B and NELS:88 mathematics test results can be equated as well. Appendix E of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* contains an outline of the items which overlap between the NELS:88 base year, first follow-up, and second follow-up student questionnaires, the NLS-72 base year student questionnaire, and the base year HS&B senior cohort student questionnaire.

A field test of the NELS:88 second follow-up conducted in 1990 and 1991 examined survey instruments and procedures and played a key role in instrument development. The second follow-up field test included six survey components: the school administrator, student, the cognitive test battery, dropout, and parent surveys, and the transcript component.[1] Upon completion of field test data collection, the information gathered was used to inform planning for the main study. Analysis of field test data was also used to improve the measurement properties of test and questionnaire items, as well as to identify items which needed to be modified or deleted for reasons of instrument length or item format. A detailed description of the second follow-up field test can be found in the *Field Test Report: National Education Longitudinal Study of 1988 Second Follow-Up.*[2]

Because of the similarity between the second follow-up documents and the base year and first follow-up instruments, the content areas of the base year and first follow-up questionnaires are not described in this manual. However, Appendix E of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* provides a comparative overview of the items used in the base year and first follow-up student and dropout questionnaires, and identifies differences in and additions to thematic areas in the second follow-up survey instruments. Appendix C of this manual provides an overview of the

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[1] In the original design of the NELS:88 second follow-up, the teacher survey was included as an optional component of the study. Funding for the option was not received in time for its inclusion in the second follow-up field test.

[2] Dowd, K. et al.; v. 1; 1991; Chicago: NORC. ERIC ED 335-418.

content areas of the second follow-up student and teacher instruments. Since longitudinal data users may benefit from being able to take into account the data that will be collected in 1994, a description of the NELS:88 third follow-up questionnaire topic areas can be found in Appendix N of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual.*

2.1 Teacher Questionnaire

The NELS:88 teacher component was designed to provide teacher information that can be used to analyze the classroom and teacher influences on NELS:88 students, including their effect on longitudinal student outcomes. The design of this component does not provide a stand-alone analysis sample of teachers, but instead permits specific teacher characteristics and practices to be related directly to the learning context and educational outcomes of sampled students. The teacher questionnaire is a critical instrument for investigating the student's specific learning environment.

In the second follow-up, teachers were asked to respond to the questionnaire items in relation to a specific list of sampled students enrolled in their classes. A thirty-minute questionnaire was collected for only one of the two cognitive test subjects, mathematics or science, if the student was enrolled in a class in one of the subjects. In the base year, either a mathematics or science teacher was surveyed for each student. In the second follow-up, the subject area of the teacher report collected for students who were enrolled in both mathematics and science was the same as the base year subject area. However, if the student was enrolled in only one of the subject areas in the second follow-up, the mathematics or science teacher was surveyed regardless of whether it was a mathematics or science teacher who was surveyed for the student in the base year.

The teacher questionnaire attempts to illuminate questions of the quality, equality, and diversity of educational opportunity by obtaining information in the following four content areas:

- Teacher's assessment of the student's school-related behavior and academic performance, educational and career plans and goals. Respondents completed this section with respect to the sample members they instructed in a particular subject matter.

- Information about the class the teacher taught to the sample member (e.g., track assignments, instructional methods, homework assignments, and curricular contents). In this section of the instrument, classroom topic coverage ("Opportunity to Learn") items have been articulated with the cognitive tests subjects.

- Information about the school social climate and organizational culture (e.g., teacher autonomy, participation in determining school policy, and relationships with the principal).

- Information about the teacher's background and activities (e.g., academic training, subject areas of instruction, years of teaching experience, and participation in professional growth activities).

2.1.1 Abbreviated Teacher Questionnaire

Near the close of the data collection period an abbreviated version of the second follow-up teacher questionnaire was administered over the telephone to teachers for whom a questionnaire had not been collected or for a total of 8.2 percent of the teacher sample. The shortened version of the original

instrument contained selected critical items of the full-length version of the questionnaire and other key policy-relevant items. Appendix G lists the items included in the abbreviated teacher questionnaire.

2.1.2 Adapting the Teacher Questionnaire for Telephone Administration

Because the teacher data were collected through self-administration and telephone administration, a number of steps were taken in the second follow-up to minimize mode effects. Interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, teachers were asked to read along in the questionnaire during the telephone interview if they had a copy of the self-administered version of the questionnaire available.

2.2 Relationship Between the Teacher Instrument and Other Second Follow-Up Instruments

The data collected by the teacher instrument is contextual data against which student outcomes and characteristics can be measured. The data collected by the teacher instrument does not comprise a stand-alone, generalizable data set. Researchers should use the teacher reports in conjunction with the data collected by the student and dropout questionnaires and cognitive tests. Like the teacher component, the school administrator survey also provides contextual data intended to be used with student data to facilitate measurement of student outcomes.

2.3 Student Questionnaire and Cognitive Tests

Sample members who attended school during the spring term of the 1991-92 school year were administered a student questionnaire, either at an in-school or off-campus survey session. Sample members administered a student questionnaire also included: those identified as dropouts at some earlier time but who returned to and remained in school during the spring term of 1992; and students who had left school but had already passed the General Educational Development test (GED) or had obtained some other equivalency certification. The sixty-minute, self-administered questionnaire collected information on a wide range of topics, including students' background, language use, home environment, perceptions of self, occupational or postsecondary educational plans, jobs and household chores, school experiences and activities, work, and social activities. Information collected by the second follow-up student questionnaire supplies a baseline for the study of the NELS:88 cohort's transition to postsecondary education or entry into the labor market. The second follow-up student and dropout questionnaires were available in both English and Spanish.[3]

In addition to the student questionnaire, students completed a series of cognitive tests which were also administered at their in-school or off-campus survey sessions. The combined tests covered four subject areas and included 116 items to be completed in 85 minutes. The cognitive tests are briefly described below:

[3] Eight dropouts and 41 students completed the Spanish-language questionnaire in the NELS:88 second follow-up. Because of the small number of questionnaires completed in Spanish, a separate flag was not created for these cases. The percentage of questionnaires completed in Spanish--around 0.2 percent--is similar to the percentage of HS&B seniors who opted to complete Spanish-language questionnaires in 1980/1982.

- Reading Comprehension (21 questions, 21 minutes)

  This subtest contained five short reading passages or pairs of passages, with three to five questions about the content of each. Questions encompassed understanding the meaning of words in context, identifying figures of speech, interpreting the author's perspective, and evaluating the passage as a whole.

- Mathematics (40 questions, 30 minutes)

  Test items included word problems, graphs, equations, quantitative comparisons, and geometric figures. Some questions could be answered by simple application of skills or knowledge, others required the student to demonstrate a more advanced level of comprehension and/or problem solving.

- Science (25 questions, 20 minutes)

  The science test contained questions drawn from the fields of life science, earth science, and physical science/chemistry. Emphasis was placed on understanding of underlying concepts rather than retention of isolated facts.

- History/Citizenship/Geography (30 questions, 14 minutes)

  American history questions addressed important issues and events in political and economic history from colonial times through the recent past. Citizenship items included questions on the workings of the federal government and the rights and obligations of citizens. The geography questions touched on patterns of settlement and food production shared by other societies as well as our own.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery for the second follow-up. Six forms of the cognitive test battery were produced in the second follow-up, each comprising a different combination of mathematics and reading difficulty levels. Each sample member's test form was determined by his or her scores on the base year and/or first follow-up mathematics and reading tests; freshened students and first follow-up nonrespondents received the intermediate version of the second follow-up cognitive test battery. The purpose of the multilevel design of the second follow-up cognitive test battery was to guard against ceiling and floor effects which may occur when testing must span four years of schooling. This adaptive approach tailors the difficulty of the reading and mathematics tests to the ability of the respondent, thereby leading, given limitations in testing time, to a more accurate measurement than a single level design.

Psychometric properties of the cognitive tests are discussed in the forthcoming *NELS:88 Second Follow-Up Final Psychometric Report*, the forthcoming *NELS:88 First Follow-Up Final Technical Report*, and the *Psychometric Report for the NELS:88 Base Year Test Battery*,[4] all obtainable from NCES.

2.4 Dropout Questionnaire

During the data collection period from January through October 1992, a dropout questionnaire was administered to sample members who, based on data gathered through administration of a status

[4] Rock, D.A., and Pollack, J.M. April 1991.

screener, were not in an academic program leading to a high school diploma and had not received a GED by the spring of 1992. The dropout questionnaire collected data about the last school attended by the sample member and the school's climate, reasons for leaving school, and actions school personnel, parents, and friends took when the respondent stopped going to school. Respondents also reported on their likelihood of returning to and graduating from high school, and described their current activities, employment history, and future plans. The hour-long, self-administered questionnaire was normally completed with an NORC interviewer present, at either a group or single survey session and was available in both English and Spanish. However, in some cases the dropout questionnaire was administered as a telephone interview.

In addition to the dropout questionnaire, an 85-minute cognitive test battery was also administered to dropouts when possible. Because of the difficulty in collecting test data from dropouts, and because data from many dropouts was collected in telephone interviews which preclude testing, the NELS:88 second follow-up achieved a comparatively low (41 percent) cognitive test completion rate for dropouts.

The dropout questionnaire was designed to facilitate comparisons with the NELS:88 second follow-up student questionnaire, the first follow-up dropout questionnaire, and the HS&B 1982 dropout questionnaire. This item overlap with the student questionnaire permits users to contrast factors such as school environment, family life, aspirations, and self-perceptions of students with the responses of dropouts. The overlap of 1982 and 1992 dropout items facilitates comparison of contemporary dropouts with those of a decade before. All sample members appear on the student data file regardless of their spring 1992 enrollment status. Basic classification variables and test data appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file. To facilitate the use of school contextual data with dropout data, on the restricted use CD-ROM delivery of the second follow-up data, a link is provided between a dropout and the first or second follow-up school the dropout last attended.

2.5 Adapting Student and Dropout Questionnaires for Telephone Administration

To adapt the second follow-up student and dropout questionnaires for telephone interviewing, two abbreviated versions of the instruments were administered during the final weeks of data collection. Adaptation of the student and dropout questionnaires for telephone administration was guided by the need to preserve each question's original meaning while wording each question so that it made sense when read aloud. One abbreviated version of the student and dropout questionnaires excluded a small number of questions which did not lend themselves to being read aloud. A second abbreviated version of the questionnaires was administered to sample members who explicitly refused to complete the full length instrument and consisted mainly of locator information and key items. The mode of administration for the abbreviated instruments was primarily telephone interview; however, a small percentage of abbreviated questionnaires were completed by personal interview.

2.6 New Student Supplement

Because basic demographic information collected by the base year student questionnaire were not collected again in the first and second follow-up student questionnaires, this information was collected in a new student supplement for students who participated in the study for the first time in the second follow-up. The self-administered supplement was available in both English and Spanish and took approximately 15 minutes to complete. It contained demographic questions such as birthdate, sex, family socioeconomic status, and race/ethnicity about students and their families.

2.7 Early Graduate Supplement

NELS:88 participants who graduated from high school prior to data collection in the spring term of 1992 completed the second follow-up early graduate supplement to the student questionnaire. The intent of this supplement was to document the reasons for and the circumstances of early graduation, the adjustments required to finish early, and respondents' activities compared with those of other school survey members. The items for the second follow-up early graduate supplement were modeled on those used in the HS&B sophomore cohort early graduate supplement administered in the HS&B first follow-up in 1982.

2.8 School Administrator Questionnaire

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. This school information describes the overall academic climate in terms of specific school practices and policies as well as enrollments and educational offerings. The information obtained through the school administrator questionnaire provides supplemental data to that provided by the student questionnaire so that student outcomes can be considered in terms of school measures.

In the second follow-up, a self-administered, forty-five minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school official designated by the school administrator of NELS:88 schools.

The questionnaire was divided into five content areas as described below:

- **General school characteristics**, such as grade span, school and twelfth-grade enrollment sizes, and school control and demographic characteristics. In addition, questions were asked about college preparatory services and vocational programs offered to twelfth graders.

- **General student characteristics** of the twelfth-grade class, including average daily attendance rates, ethnic and racial composition, percentage of students with limited English proficiency, and numbers of students receiving special school services.

- **Teaching staff characteristics** encompassing such areas as the number of full-time and part-time faculty, departmentalization of faculty, salary levels, and evaluation of teachers.

- **School policies and programs** including requirements for minimum competency and proficiency tests, and programs for language minority students.

- **School governance and climate** such as administration practices, school reforms, types of parental involvement, student behavioral problems within school, and areas of principal's control.

The questionnaire was designed so that the first four sections could be answered either by the school principal or by a designee who was able to provide the requested information. Only the principal could answer the last section which asked for his or her subjective opinions regarding the school environment.

2.9 Parent Questionnaire

The parent questionnaire was designed to collect information from parents about factors that influence educational attainment and participation. The objective of the parent questionnaire was to provide data that could be used primarily in the analysis of student and dropout behaviors and outcomes, and only secondarily as a data set by itself. The questions focused on family background and socioeconomic characteristics, and on the character of the home educational support system. In addition, the parent instrument collected data related to parental behaviors and circumstances with which the student or dropout may not be familiar, such as parental education and occupation. The questionnaires also contained more sensitive questions about income, postsecondary educational costs and financial aid decisions, and religious affiliation. English and Spanish language versions of the questionnaire were made available to parents in both the base year and second follow-up.

In the second follow-up, a self-administered forty-minute questionnaire was mailed to parents of both students and dropouts. One focus of the second follow-up questionnaire was postsecondary educational costs and financial aid decisions. Because this information was not available to most parents until the spring of 1992, the parent questionnaire was mailed to parents in May 1992. The instructions in the questionnaire and accompanying letter directed the most knowledgeable parent or guardian, defined as the parent who knows the most about the student's or dropout's educational activities and related behaviors, to complete the questionnaire. In accordance with this definition, the respondent was self-selected.

III. Sample Design and Implementation; Survey Error Assessment

This chapter describes the design and procedures used for selecting schools and students into the NELS:88 base year, first follow-up, and second follow-up samples and for selecting the second follow-up teacher sample. It provides information on the calculation of sample weights and the relative efficiency of the sample design. This chapter also provides information about procedures used to adjust sample weights for nonresponse and about the effect of unit and item nonresponse and other potential sources of bias on estimates.

3.1 NELS:88 Sample Design

The following section describes the sample design of NELS:88, from its base year inception through the first and second follow-ups. Beginning from a straight forward two-stage stratified sample, the complexities of the NELS:88 sample design have grown exponentially with each subsequent wave.

3.1.1 Base Year Sample Design

The NELS:88 base-year survey employed a two-stage, stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth-grade enrollment to achieve virtual self-weighting. In addition, schools were oversampled in certain special strata so that policy-relevant subgroups would be adequately represented in the sample. Within each school approximately 26 students were to be randomly selected (typically, 24 regularly sampled students and two, on average, OBEMLA-supplement Hispanic and Asian/Pacific Islander oversampled students). In schools with fewer than 24 eighth graders, all eligible students were selected. Because of the incidence of small schools in the NELS:88 sample, the average--within school sample size for the base year--was 25 students (or 23 participating students). From a national frame of about 39,000 schools with eighth grades, a target sample size of 1,032 schools was set. Some 1,052 schools--815 public and 237 private--participated and provided usable eighth-grade student data.

NORC's sampling frame was the school database compiled by Quality Education Data, Inc. (QED) of Denver, Colorado. The QED list contained information about whether a school was urban, suburban, or rural. NORC used this information for stratification purposes. The QED list did not at that time contain information about the racial/ethnic composition of individual public schools usable for the NELS:88 sampling frame. Racial/ethnic composition data were obtained from Westat, Inc. in its capacity as an NORC subcontractor for the NELS:88 base year study. As part of their work on the National Assessment of Educational Progress (NAEP), Westat had obtained data from the Office of Civil Rights (OCR) and from other sources (e.g., district personnel) that identified those schools with a minority enrollment of greater than 19 percent. Use of this data set facilitated the explicit stratification and allocation of schools with very large percentages of black or Hispanic students. Stratification information on whether a school was public, Catholic (private), or other private was obtained from the QED list and lists of private schools. Readers who desire more detail on the base year sample design should consult the *NELS:88 Base Year Sample Design Report*.

3.1.2 First Follow-Up Sample Design

There were three basic objectives for the NELS:88 first follow-up sample design. First, the sample was to include approximately 21,500 students who were in the eighth-grade sample in 1988 (including base year nonrespondents). This longitudinal cohort was to be distributed across 1,500

schools. Second, the sample was to constitute a valid probability sample of all students currently enrolled in the tenth grade in the 1989-1990 school year. This entailed freshening the sample with students who were tenth graders in 1990 but not in the eighth grade during the 1987-1988 school year. Third, the first follow-up was to include a sample of students who had been deemed ineligible for base year data collection (because physical, mental, or linguistic barriers prevented them from participating) so that those able to take part could be added to the first follow-up student sample, and demographic and school enrollment information could be obtained for them.

Longitudinal Cohort. The general sample design strategy for this component of the sample involved subsampling students selected for the base year with non-zero probabilities related to characteristics of their 1990 schools. Base year students who had dropped out of school between 1988 and 1990 were subsampled with certainty (their probabilities of selection were set equal to one). Base year students attending school in 1990 were subsampled with probabilities related to the number of other base year students attending the same school. Base year students who were reported to be attending a school with at least 10 other base year students were sampled with certainty. All other students were sampled with probabilities greater than zero, but less than one.

Including nonrespondents, the NELS:88 base year sample comprised 26,432 students. Of these, 96 were deemed out of scope for the 1990 first follow-up (including students who had died or moved out of the United States). Among the remaining 26,336 students, 348 were found to have dropped out of school; all of these students were selected into the first follow-up with certainty (probability of selection equal to one).[1]

Distribution of Students in Schools. It was determined that the remaining pool of 25,988 students were distributed among 3,967 schools.[2] As had been anticipated, the distribution of these students among schools was highly skewed. It was found that approximately 75 percent of the students (19,568 of 25,988) were attending approximately 23 percent (908 of 3,967) of the schools; each of these schools included at least 11 base year students. All of these 19,568 students were included in the first follow-up with certainty. The remaining 6,420 students were distributed among 3,059 schools with 10 or fewer members of the base year sample. Their sampling probabilities for the first follow-up depended on the number of base year students the school contained. The efficiency of this design relative to one with no subsampling at all was 66.5 percent.[3] These schools--or, more precisely, clusters of base year students--were subsampled to achieve the final NELS:88 first follow-up school sample, after the conclusion of the 1989 spring term. There were 1,468 schools (1,506 student clusters) selected.

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1 The 348 dropouts comprise 250 dropouts whose status was confirmed by the student's home, 58 sample members whom the school reported to have dropped out but field interviewers could not locate, and 40 students who were institutionalized. The latter group are not necessarily dropouts in strict sense of the first follow-up dropout definition because in some cases they were receiving academic instruction. However, they were grouped with the dropouts to ensure that they would remain in the first follow-up sample with certainty.

2 When the school a student was attending could not be identified, a separate "school" of size one was created. This was the case for 221 students who could not be located and ten students who were in home study. Hence, the number of actual schools was 3,736.

3 The measure of efficiency was computed as $1/(1 + RV) * 100\%$, where RV is the relative variance of the weights required to compensate for the different rates of subsampling.

However, the schools at which the first follow-up teacher survey and school administrator survey were conducted were a specific subset of the NELS:88 schools. This subset was the schools selected via their student populations during the subsampling of the eighth-grade cohort after the spring term of 1989, if and only if a NELS:88 student remained enrolled in the school when student data collection was conducted during the spring of 1990.

3.1.3 First Follow-Up Sample Enhancements and Modifications

Freshened Sophomore Sample. The second sampling objective was to create a valid probability sample of students enrolled in tenth grade in the 1989-1990 school year; this goal was achieved by a process called freshening. The freshening procedure was carried out so that students who were not enrolled in the eighth grade in the U.S. in 1988 had a chance of being selected for the sample.

The freshening process could yield zero, one, or more than one new sample member in a given school. A total of 1,229 new students were added to the tenth-grade sample--on average, just less than one student per school. Some of these freshened students were dropped in the subsampling process described below either because they themselves were not included in the subsample or because the base year student to whom they were linked was not included. Some 1,043 students selected through the freshening procedure remained in the final first follow-up sample.

Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples. After the initial selection of the longitudinal cohort, the combined longitudinal-freshened sample was further subsampled. The students dropped from the first follow-up as a result of subsampling were also excluded in the second follow-up. Two categories of sample members were subsampled: 1) students who had transferred out of the school from which they had initially been selected for the first follow-up sample; and 2) first follow-up nonrespondents who were classified as potential dropouts. NORC selected a 20 percent subsample of transfer students and a 50 percent sample of "potential dropouts." Table 3.1.3-1 lists the first follow-up sample by race and means of entry into the sample.

Sample of Base Year Ineligibles. The NELS:88 base year sample excluded students for whom the NELS:88 survey instruments would be unsuitable (i.e., students with a mental disability and students who are not proficient in English) and students whose physical or emotional problems would have made participation in the survey unduly difficult. A final sample of 653 of these students were selected for a followback study of these students. The eligibility status of these students was reassessed, their school enrollment status and basic demographic characteristics were determined, and student questionnaire data were obtained from those deemed able to complete a questionnaire. Further detail on sample eligibility in the base year is provided in the *NELS:88 Base Year Sample Design Report* and in the *forthcoming NELS:88 First Follow-Up Final Technical Report*. Chapter III of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* includes additional detail about sample freshening, student subsampling, and base year sample ineligible students.

3.1.4 Second Follow-Up Sample Design

There were five basic objectives for the NELS:88 second follow-up sample design. **First**, the sample was to constitute a valid probability sample of all students enrolled in the twelfth grade in the 1991-1992 school year. This entailed freshening the sample with students who were twelfth graders in 1992 but were not in the eighth grade in the U.S. in the 1987-88 school year, just as the first follow-up sample had been freshened in 1989 to achieve a 1990-91 representative sample of sophomores. Additionally, it was necessary to reassess the eligibility status of selected students found in previous

Table 3.1.3-1
First follow-up sample by race breakdown[a]

	First Follow-Up Initial Selections	Freshened Sample	Dropped in final Subsampling[b]	Final .. Sample
All	21,474	1,229	1,997	20,706[c]
Asian/Pacific Islanders	1,367	89	141	1,315
Hispanics	2,828	246	323	2,751
American Indians	278	28	32	274
Blacks	2,265	235	280	2,220
Whites	14,349	554	1,061	13,842
Missing/Refused	387	77	160	304

[a] Figures in this table represent the first follow-up constructed variable frequencies. This variable--race identified at the time of sampling--is not the same variable included on the data files and reported in the codebooks. This variable was used because it was the only race variable that was constructed for initial sample members dropped in final subsampling.

[b] 1,821 members of the eighth-grade longitudinal cohort and 169 freshened tenth graders were dropped in Phase 3 subsampling. In addition, 7 members of the eighth-grade longitudinal cohort were discarded because they were selected in error during the base year.

[c] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are on page 26 of section 3.1.2 of the *Second Follow-Up: Student Component Data File User's Manual*, under the subheading "Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples."

waves to be ineligible, and to include them in the cohort if they were determined to be eligible for the second follow-up. **Second**, to continue the examination of the dropping out phenomenon, dropouts were to be retained with certainty. **Third**, it was highly desirable for policy analysis purposes to retain the maximum number of Hispanics, Asians, and American Indians from the first follow-up sample. **Fourth**, to minimize nonresponse bias first follow-up nonrespondents were to be retained with certainty. **Fifth**, the sample was to be clustered in 1,500 schools from which contextual data--including school administrator, teacher, and transcript data--would be collected. It was hoped that these goals could be achieved with minimal loss to both sample efficiency and effective sample size.

Longitudinal Cohort. When second follow-up tracing of cohort members was completed, it was found that the first follow-up sample (that is, the sum of base year respondents and nonrespondents retained after first follow-up subsampling and first follow-up freshened students) was much more widely dispersed than had been anticipated. After eliminating the locations of the "known" dropouts (N=1,564) from consideration (dropouts were sampled with certainty), the remaining eligible sample of students

(N=18,726) was dispersed among 3,224 schools/locations.[4] Including dropouts, there were 4,788 locations. Once non-school locations associated with dropouts, early graduates, institutionalized sample members, home study students, and unlocatable sample members were subtracted from the total, there were 2,258 school sites.

It was clear that even if no attempt were made to satisfy the second goal--retention with near certainty of Hispanics, Asians, and American Indians from the first follow-up sample--that the fifth goal of achieving a cluster of students in 1,500 schools could not be met without significant losses in sample efficiency, effective sample size, or both. Table 3.1.4-1 shows the distribution of students eligible for second follow-up sampling (excluding dropouts) by school size, as well as the number of schools with at least one sample member who was either Hispanic, Asian, or American Indian. The data in the table indicated that to achieve disproportionate retention of minority students most of the schools containing these students would have to be selected, leaving few additional sample selections to distribute among the remaining school sites and contradicting the initial sampling plan to include with certainty any school with at least five NELS:88 sample members enrolled at the school.

After consideration of several alternative allocations--taking into account the negative effects of subsampling on sample efficiency, the strong desire to retain as many Hispanics, Asians, and American Indians as possible, and the substantial investment made in two prior rounds in obtaining student, parent, teacher, and school data for those students who would have been subsampled out--it was decided to include all first follow-up sample members in the second follow-up sample.

Initial Selection of the Second Follow-Up School Sample. All first follow-up sample members remaining after subsampling were included in the second follow-up (all sample members dropped from the first follow-up due to subsampling were also excluded from the second follow-up). Additionally, the teacher, school administrator, and transcript components were limited to a maximum of 1,500 schools. For this reason it was still necessary to select a sample of schools, although the students falling outside that sample would not be excluded from the study. For students in the 1,500 schools selected, the full range of data--student, teacher, school administrator, parent, and transcript data--were collected; for the students in a school not among those selected, only student and parent data were collected.

A total of 2,258 schools were identified in the second follow-up tracing of the NELS:88 first follow-up sample; 1,500 of these were targeted for contextual data collection. In the spring of 1991, interviewers traced students to schools, and all 1,030 schools identified as having four or more first follow-up sample members enrolled were included in the school-level sample with certainty (i.e., probability of 1.0). Prior to the fall of 1991 the contextual school sample was finalized through the following sampling process. A random sample of 45 of the 60 (probability=0.75) schools containing three sample members was selected. A random sample of 104 of the 160 (probability=0.65) schools containing two first follow-up sample members was selected for retention. Finally, a random sample of

[4] In the second follow-up, dropouts were defined differently for sampling purposes than for data collection purposes. (See the *NELS:88 Second Follow-Up: Dropout Component Data File User's Manual*, section 4.3.1 for further details regarding the definition of dropouts for data collection and assignment of questionnaire.) For sampling purposes, dropouts comprised all individuals who were classified in the first follow-up as ever having dropped out--that is, dropouts (individuals who were not enrolled in school in the spring term of 1990) and stopouts (spring term 1990 students with a recorded 1988-1990 dropout episode), regardless of their school enrollment status as of the second follow-up spring term 1991 tracing effort. In other words, dropouts who had since returned to school and stopouts who remained in school were still counted as dropouts for sampling purposes, along with institutionalized individuals and the additional dropouts identified during second follow-up tracing.

Table 3.1.4-1
Clustering of first follow-up sample members eligible for second follow-up (schools [*N*=2,258] and non-school locations)

School Size	Total Schools	Total Schools With API,HIS,AI	Total Schools Without
1	1974	579	1395
2	160	70	90
3	60	25	35
4	53	35	18
5	38	14	24
6	26	17	9
7	27	17	10
8	33	20	13
9	21	10	11
10	36	22	14
11	43	31	12
12	35	20	15
13	47	37	10
14	51	35	16
15	57	41	16
16	53	37	16
17	82	48	34
18	72	48	24
19	77	58	19
20	65	43	22
21	55	43	12
22	40	31	9
23	32	27	5
24	22	21	1
25	13	12	1
26	6	6	0
27	6	5	1
28	5	3	2
29	7	6	1
30	4	2	2
31	5	5	0
32	2	1	1
33	1	1	0
34	1	1	0
35	2	2	0
36	3	3	0
37	1	1	0
38	1	0	1
40	1	1	0
41	2	1	1
44	1	0	1

Table 3.1.4-1 (cont.)
Clustering of first follow-up sample members eligible for second follow-up (schools [*N*=2,258] and non-school locations)

School Size	Total Schools	Total Schools With API,HIS,AI	Total Schools Without
45	1	1	0
50	1	1	0
53	1	1	0
60	1	1	0
Total	3224	1383	1841

Note: known school-leavers are not included in the numbers above.

321 of the 1,008 (probability=0.31845) schools identified as containing one first follow-up sample member was selected for retention in the sample. In the fall of 1991 interviewers confirmed the enrollment of students at schools previously identified as enrolling three or fewer NELS:88 students.

School Sample for Freshening Purposes. Like the first follow-up student and school samples, the movement of students among schools resulted in a somewhat amorphous base from which to select schools and collect data. Students could have transferred any time between the time they were traced to a specific school in the spring of 1991 to the fall of 1991, when they were freshened in the fall of 1991, and when student and school administrator data were collected during the spring of 1992. It was possible for students to transfer to either a school that had been identified as a NELS:88 second follow-up sampled school or to a non-NELS:88 school.

Because students may have transferred between schools at any time during the spring or fall of 1991, freshening did not necessarily occur at each of the 1,500 sampled schools in the second follow-up. Freshening occurred only at those schools enrolling NELS:88 sample members as of the first day of the 1991-1992 school year.[5]

School Sample for Purposes of the Teacher Survey. The school sample for the purposes of collecting contextual data from teachers included a subset of the 1,500 contextual schools at which NELS:88 sample members were still enrolled at the beginning of student data collection in January 1992. However, by the end of second follow-up data collection, there were only 1,374 contextual schools at which at least one student was enrolled. The second follow-up teacher sample is distributed in 1,264 of

[5] Only those freshened sample members who remained in school through the spring term became members of the HS&B-comparable NELS:88 sophomore cohort. However, autumn sophomores who had dropped out by spring were surveyed in both the first and second follow-ups. While these "freshened dropouts" were included on the original first follow-up public release, in the current re-release these cases appear only on the privileged use files.

the 1,374 contextual schools.[6] Figure 3-1 provides an illustration of the longitudinal sample design of the base year, first follow-up, and second follow-up cohorts and their inclusion in the second follow-up contextual sample.

Users should note that teacher data from this sample of schools, to be used in analysis with second follow-up student data, must be used with a weight, F2CXTWT, calculated separately for the students included in the contextual components sample. If that weight is not applied, there will be a potential for systematic bias with respect to those factors associated with attendance at schools with fewer NELS:88 students. For example, students who are more likely to transfer to different schools will be under-represented if the weight is not applied.

3.1.5 Second Follow-Up Teacher Sample

The second follow-up teacher sample included one mathematics or science teacher of each student in the contextual components sample who was also enrolled in mathematics or science at the time of second follow-up data collection. Because teachers were selected based on whether they taught one of these subjects in a contextual school, the teacher sample does not constitute a strict probability sample of teachers. The student is the appropriate level of analysis, and users are advised to employ the teacher data as a contextual data source which informs student-level analyses.

The second follow-up teacher sample was designed to articulate with the collection of student questionnaires and the administration of student cognitive tests. Because most learning by twelfth-grade students occurs in the fall term of their senior year and because these students sometimes disengage from their high school career in the spring term, student data collection was scheduled as early as possible during the spring term of the 1991-1992 academic year: most in-school data collection sessions occurred in January, February, and March of 1992.

This "frontloading" of second follow-up student data collection was unlike the base year and first follow-up when student data collection in those rounds was concentrated in March through June. The spring term teacher was selected for the base year and first follow-up teacher surveys in order to parallel the student data collection schedule in those rounds. Second follow-up data were collected for most students in January through March of 1992, but some in-school data collection sessions were scheduled on or after April 1, 1992. Teachers were selected for the teacher survey in a way that reflected the span of time across which in-school data collection sessions were scheduled. For students whose in-school data collection session was scheduled for before April 1, 1992, the fall term teacher was selected for the teacher survey. For students eligible for the teacher survey in schools with in-school data collection sessions on or after April 1, 1992, the spring term teacher was surveyed.[7] However, the resulting distribution of the teacher sample indicated that 80.0 percent of the students had the same selected teacher

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[6] Due to unit nonresponse and because 4,834 students were not enrolled in either a mathematics or science class in the 1991-1992 academic year, not all of the 1,374 contextual schools have teachers and students who were included in the second follow-up teacher survey or who are represented on the public use teacher file.

[7] These selection criteria mean that if a student's fall term teacher was to be selected but the student was not enrolled in mathematics or science in the fall, then a teacher report was not collected for the student. Conversely, if the student's spring term teacher was to be selected for the teacher survey, but the student was not enrolled in either subject in the spring term, then a teacher report was not collected for the student. F2TEQFLG = 0 for these students on the public use teacher data file.

Figure 3-1: NELS:88 8th grade spring defined cohort status distribution in first and second follow-ups

Base Year	First Follow-Up Status	Second Follow-Up Status			Teacher Participants	Teacher Non-Participants and Ineligibles[b]
Students N = 20,062	Dropouts N = 1,029	> Dropout	N=	611	0	0
		> Alt. Completer[a]	N=	222	0	0
		> Student	N=	69	12	22
		> Out of Scope	N=	9	0	0
		> Status Unknown	N=	118	0	0
	Students N = 18,270	> Dropout	N=	1,041	0	0
		> Alt. Completer	N=	542	0	0
		> Student	N=	16,339	9,358	5,368
		> Out of Scope	N=	82	0	0
		> Status Unknown	N=	266	0	0
	Out of Scope N = 129	> Dropout	N=	11	0	0
		> Alt. Completer	N=	6	0	0
		> Student	N=	11	4	4
		> Out of Scope	N=	83	0	0
		> Status Unknown	N=	18	0	0
	Status Unknown N = 634	> Dropout	N=	58	0	0
		> Alt. Completer	N=	20	0	0
		> Student	N=	466	172	128
		> Out of Scope	N=	6	0	0
		> Status Unknown	N=	84	0	0
		(F1 Freshened Students)	N=	862	300	307
		(F2 Freshened Students)	N=	264	7	13

[a] Alt. Completer = Alternative Completer or Alternative Student
[b] The 15,695 student records on the teacher public use data file includes 9,853 participants and 1,008 nonparticipants. This column also includes 4,834 students who were not enrolled in a mathematics or science class, and therefore were not included in the teacher survey.

for both the fall and spring terms. Another 17.5 percent of students were instructed by the fall term teacher only. A total of 2.5 percent of students were instructed by the spring term teacher only.

Students in the second follow-up contextual sample who were enrolled in either a mathematics or a science class were included in the second follow-up teacher survey. Unlike the base year and first follow-up teacher surveys in which up to two teachers per student were included in the teacher sample, the second follow-up teacher survey only selected one teacher--either in mathematics or science --for each student enrolled in at least one course in these subject areas. In the fall of 1991, the names of the mathematics and science teachers of NELS:88 students in the 1,500 contextual schools were collected. For any schools at which the spring term teachers were surveyed, the names of the teachers of the NELS:88 students were collected in early 1992. For students enrolled in only one course, that one mathematics or science teacher for the student was selected for the teacher sample. If a student was enrolled in both a mathematics and a science class, one of the teachers was selected based on the base year assigned subject area combination for the student. For freshened students added to the first or second follow-up who were enrolled in both mathematics and science in the second follow-up, the subject area combination of the student's linked partner was used to determine which teacher should be selected for the teacher survey. When a student was enrolled in more than one course in the selected subject area, the following decision rule was invoked to determine the selected teacher: first, the teacher who instructed the more advanced course was selected; second, the teacher of the course in which the student spent more time was selected; and finally, one of the teachers was selected randomly.

Although the second follow-up teacher sample was primarily defined in the fall of 1991, the inclusion of teacher data on the teacher file was limited to student participants who were in the contextual sample. Data collected from teachers of student nonparticipants or students who were not included in the final contextual sample were excluded from the teacher file.

Table 7.2.2-1 in Chapter VII highlights key similarities and differences between the base year, first follow-up, and second follow-up teacher files.

3.2 Calculation of Weights

The general purpose of weighting survey data is to compensate for unequal probabilities of selection and to adjust for the effects of nonresponse. Weights are often calculated in two main steps. In the first step, unadjusted weights are calculated as the inverse of the probabilities of selection, taking into account all stages of the sample selection process. In the second step, these initial weights are adjusted to compensate for nonresponse; such nonresponse adjustments are typically carried out separately within multiple weighting cells. This is the process that was applied to weighting NELS:88 data in all rounds.

3.2.1 Calculation of Base Year Sample Weights

The base year weights were based on the inverse of the probabilities of selection into the sample and on nonresponse adjustment factors computed within weighting cells. Two different weights were calculated to adjust for the fact that not all sample members have data for all instruments. The weight BYQWT applies to 24,599 student questionnaires (and is also used in conjunction with base year parent data), while BYADMWT applies to the 1,035 completed school administrator questionnaires. These weights project to the population of approximately 3,008,080 eligible eighth graders in public, Catholic, and other private schools in 1988.

The base year weighting procedures consisted of two basic stages:

Stage 1. Calculation of a preliminary base year weight based on the inverse of the product of the probabilities of selection for the base year sample.

Stage 2. Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, for noncompletion of an entire school questionnaire or student questionnaire. The unit varied depending upon the weight being adjusted.

The nonresponse-adjusted school weight was derived as the product of the school's preliminary weight times a nonresponse adjustment factor intended to adjust for the fact that 17 sampled schools did not return a completed questionnaire. The preliminary weight for students was based upon the inverse of the probability that the student's school was selected into the sample multiplied by the inverse of the probability that the student was sampled within the school. The nonresponse-adjusted student weight was derived as the product of the student's preliminary weight times a nonresponse adjustment factor intended to adjust for the fact that some of the sampled students did not participate, that is, did not return a completed questionnaire. Statistical properties of the base year weights are presented in Table 3.2.1-1.

Each school appearing on the NELS:88 base year school file, and each student appearing on the NELS:88 student file, has a value for the final weight variable. The weight represents the probability of selection into the sample, in addition to a factor that adjusts for nonresponse. Thus, the weight serves the purpose of allowing a particular case to represent other nonsampled cases within its sampling stratum, and to represent nonresponding cases similar to it in various respects. Because separate final student and school weights have been provided, the construction of each will be considered separately in the following discussion.

Table 3.2.1-1
NELS:88 base year statistical properties of sample case weights

Weight	School BYADMWT	Student BYQWT
Mean	37.46	122.29
Variance	2,109.17	4,359.16
Standard deviation	45.92	66.02
Coefficient of variation (×100)	122.59	53.99
Minimum	1.54	2.44
Maximum	387.30	836.91
Skewness	2.69	2.18
Kurtosis	9.47	16.32
Sum	38,774.12	3,007,779
Number of cases	1,035	24,599

Base Year School Weights. The final school weight, BYADMWT, was derived using a multistage process. First, an initial weight--which represented the inverse of the school's selection probability--was attached to each school record in a file containing records for all eligible schools in the NELS:88 sample. A logistic regression procedure was used to estimate in terms of a probability of nonresponding the degree to which each of the responding schools resembled a nonresponding school. This estimated probability of nonresponse was the first adjustment factor applied to a school's weight.

Next, a polishing procedure--multi-dimensional raking--further adjusted the weights to sum to known population totals within strata. Estimating the nonresponse probability for each of the responding schools was possible because key background information on almost all of the nonresponding schools was available.

The final result of these procedures was a weight for each of the responding schools adjusted to compensate for nonresponse. For the purpose of adjusting the school weight, a nonresponding school was defined as a school for which both school administrator questionnaire data and student questionnaire data were unavailable.

Base Year Student Weights. The final student weight, BYQWT, was also derived using a multistage process. A design weight for each eligible student on a participating school's sample roster represented the student's probability of selection within the school. A student-level nonresponse adjustment factor was calculated by forming weighting cells based upon the combination of certain levels of variables representing school type, region, ethnicity, and gender. For each student, the product of a preliminary school weight and the student's design weight was formed. (The preliminary school weight was slightly different from BYADMWT. BYADMWT was adjusted to accommodate the 17 schools for which school administrator questionnaire data were unavailable though student questionnaire data had been obtained. The preliminary school weight eliminated this step in the adjustment process. Thus, it is appropriate for application to the 1,052 schools with student questionnaire data available). This product was summed for participating and nonparticipating students within weighting cells. The ratio of the sums for all sampled students to participating students was used as the nonresponse adjustment factor for each student's design weight.

3.2.2 Calculation of First Follow-Up Sample Weights

Two weights were developed for the overall NELS:88 first follow-up sample. The first, or *basic*, weight applies to all members of the first follow-up sample who completed a first follow-up questionnaire, regardless of their participation status in the base year. The basic weight (F1QWT) allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year. Thus, this population encompasses both populations of prime analytic interest--the population of 1990 tenth graders (including those who were not eighth graders in 1988) and the 1988 eighth-grade population (excluding any additional 1990 tenth graders). By selecting the appropriate sample members, analysts can use this basic weight to make unbiased projections to the first of these populations (i.e., 1990 tenth graders). The second, or *panel*, weight applies to all members of the first follow-up sample with complete data from both rounds of the study. The panel weight (F1PNLWT) can be used to make projections to the other key analytic population--1988 eighth graders (excluding those ineligible for base year data collection).

In the first follow-up a contextual weight was not developed for use with the school administrator and teacher data. Because students were subsampled in the first follow-up and all NELS:88 schools they attended were included in the school administrator sample, a contextual school weight was not necessary.

Analysts who are interested in performing analyses of first follow-up student data in conjunction with the first follow-up school administrator data should use the first follow-up basic student weight, F1QWT. In the second follow-up, students were not subsampled, but only a subset of schools attended by the NELS:88 cohort was included in the school administrator sample, and a special contextual weight, F2CXTWT, was developed for cross-sectional analysis with second follow-up school data. Analysts who are interested in comparing both first follow-up and second follow-up contextual data for students should refer to the following section for a complete description of the uses of the second follow-up contextual weight, F2CXTWT.

3.2.3 Calculation of Second Follow-Up Weights

Explanation of Weights. Eight weights were developed for inclusion on the data files. They include:

F2QWT This cross-sectional weight applies to all members of the second follow-up sample who completed a second follow-up questionnaire, regardless of their participation status in previous rounds. It allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year, in the tenth grade during the 1989-90 school year, or in the twelfth grade in the 1991-92 school year. By selecting the appropriate sample members with the flag G12COHRT, analysts can use F2QWT to make unbiased projections to such populations as 1992 twelfth graders.

F2CXTWT This cross-sectional weight applies to students who attended the schools selected for inclusion in the teacher and school administrator components and who completed a second follow-up questionnaire. The population was restricted to early graduates and students who were in the schools during spring data collection. This weight allows analysts to generate national statistics using the school administrator and teacher data despite the bias against small cluster sizes in sample selection.

F2PNLWT This panel weight applies to sample members who completed a questionnaire in all three rounds of NELS:88. This can be used to make projections to the population of 1988 eighth graders.

F2F1PNWT This panel weight applies to all sample members who completed both a first follow-up and a second follow-up questionnaire, regardless of base year status. This allows projections to the population consisting of persons who were in the eighth grade in 1988 or in the tenth grade in 1990. By selecting appropriate sample members with the flag F2F1PNFL, analysts can use F2F1PNWT to make projections to such populations as 1990 tenth graders.

F2TRSCWT This cross-sectional weight applies to all early graduates, dropouts, students in sampled schools during spring data collection, and all sample members who were both ineligible for all three rounds of NELS:88 and were in the twelfth grade during the 1991-92 school year for whom we received a transcript.

F2TRP1WT This panel weight applies to sample members who were participants in 1988, 1990, and 1992 (all three rounds of NELS:88) and for whom transcript data are

available. F2TRP1WT allows analysts to perform panel analyses using transcript data in conjunction with 1988, 1990, and 1992 test and questionnaire data.

F2TRP2WT This panel weight applies to sample members who were participants in 1990 and 1992 (the first and second follow-up) and for whom transcript data are available. F2TRP2WT allows analysts to perform panel analyses using transcript data in conjunction with 1990 and 1992 test and questionnaire data.

F2PAQWT This cross-sectional weight applies to all students for whom a parent questionnaire was collected during the second follow-up.

The Second Follow-Up Contextual Weight: Cross-sectional and Panel Analyses. F2CXTWT is to be used in cross-sectional analyses of second follow-up teacher and school data in conjunction with the student and dropout data. A contextual panel weight was not developed for analysis of contextual data across rounds of NELS:88. Researchers who are interested in using prior rounds of teacher or school administrator data in conjunction with second follow-up contextual data should use the second follow-up contextual weight, F2CXTWT, instead. Due to factors such as nonresponse in prior rounds, this weight is not as precise as a contextual panel weight but is a functional approximation.[8]

Process for Calculation of Second Follow-Up Weights. A basic four-step process was defined for the calculation of all eight questionnaire weights. The first step, developing a classification scheme, was done at the beginning of the weighting process for all students in the sample. The values remained static and were used for all weights. Steps 2 through 4 were followed for all weights, but the results of each were tailored according to the characteristics of each weight's specific population.

Step 1. Develop a classification scheme.

All sample members were divided into sample groups depending on their status during data collection for each round of NELS:88. Freshened students were assigned the status of their linked student. Students whose status was unknown had their status imputed based upon the distribution of status across others in their base year, first, or second follow-up categories and, where group size permitted, race and gender were also considered. The basic classifications for a single round are:

1. Eligible, dropout as of survey date
2. Eligible, in school, in expected grade
3. Eligible, in school, not in expected grade
4. Ineligible
    a. in school, in expected grade
    b. in school, not in expected grade
    c. not in school

[8] Researchers should exercise caution when employing the contextual weight, F2CXTWT, in a panel analysis. In particular, they should carefully assess bias relative to the subpopulations of interest and their specific analytic goals. It may also be desirable to compare results obtained from alternative weighting "approximations" (e.g., for 1988-1992, F2TRP1WT) to determine which provides the best result.

5. Out of scope (deceased or out of country)

6. Eligible, freshened, dropout as of survey date

7. Eligible, freshened, in school

8. Ineligible, freshened

In this classification scheme, "dropout" (following the High School and Beyond definition) refers to a student who has left a diploma-granting high school program. This included members who were not pursuing an education at all, home study students, members who were continuing their education in a non-traditional setting (e.g., preparing for the GED examination), and institutionalized sample members. There are two exceptions to this general rule. First, early graduates were included in the "in school" category. Second, because sample members in non-traditional schools during the first follow-up were classified as students then, they were treated as such during the calculation of their first follow-up status.

"Ineligible" refers to members who were not surveyed due to a language barrier or a mental or physical incapacity. "Expected grade" means tenth grade in the first follow-up and twelfth grade or early graduate in the second follow-up.

Step 2. Establish second follow-up design weight.

The design weight reflects the selection probabilities for each case for a given population. Sample members may have multiple design weights that vary depending upon the weight that is being calculated. For the weights unaffected by school sampling (F2QWT, F2PNLWT, F2F1PNWT) and for the dropouts, early graduates, and ineligible twelfth graders in F2TRSCWT, the design weight used is equal to the first follow-up design weight.[9] Second follow-up freshened students take on the first follow-up design weight of the student they were linked to in the freshening process. When sample members are included due to their association with a sampled school in F2TRSCWT and for all members in the F2CXTWT population, it is equal to the first follow-up design weight divided by their school's second follow-up selection probability. For students represented in the parent sample, the calculation of F2PAQWT uses the first follow-up design weight divided by the parent's second follow-up selection probability.

Step 3. Adjust for second follow-up nonresponse.

Nonresponse adjustment cells were based upon combinations of the classification values from step 1 as well as race (Hispanic, API, other, unknown), and gender for the members of that weight's population. The second follow-up design weight for each responding sample member was inflated by a factor equal to the inverse of the weighted response rate for their cell. This yielded their nonresponse adjusted weight. This step was performed independently for each weight calculated. For second follow-up freshened students the nonresponse adjusted weight serves as their final weight.

[9] Included in the transcript data files are approximately 90 students who were ineligible in all three rounds of NELS:88 and were seniors in 1992.

Step 4. Perform multidimensional raking.

Sample members who were not freshened in the second follow-up had their second follow-up nonresponse adjusted weight further adjusted through a raking step. The total sum of the weights and percentage distributions that were used in raking were developed as follows:

a) Targets were developed that used the second follow-up expanded sample weight. The second follow-up expanded weight is a weight that was calculated for every sample member in order to estimate national dropout rates.[10] It was used in developing total sum of weights targets to ensure consistency in dropout rates derived when using questionnaire weights. These targets were calculated separately for each of the eight questionnaire weights and reflected the characteristics of each weight's inference population. Two types of target numbers were developed. The sum of expanded weights for a given questionnaire weight's inference population was used as the target total population for that questionnaire weight. Weighted frequency distributions using the expanded weights associated with a questionnaire weight's inference population were calculated for the following: dropout rates between base year and first follow-up; dropout rates between first follow-up and second follow-up; and first follow-up status (from step 1) and second follow-up status (from step 1).

b) Additional percentage targets were developed for raking using first follow-up weights. Calculated independently for each of the eight weights according to the characteristics of each inference population, these targets used F1QWT for sample members who had been eligible for the first follow-up questionnaire or the first follow-up design weight for those who were not. Weighted frequencies calculated using these weights were used as target distributions. These target categories included race (white, black, Hispanic, API, American Indian, unknown), gender, base year school region, base year school type, and base year school urbanicity.

Results of Weighting. To check the second follow-up contextual weight, its statistical properties were analyzed. Table 3.2.3-2 displays the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for the weight. Tables showing results for the remaining weights can be found in the student, transcript (transcript weight), and parent (parent weight) data file user's manuals and the *NELS:88 Second Follow-Up Sample Design Report*.

3.3 Standard Errors and Design Effects

In this section we discuss the calculation of standard errors as a measure of sampling variability in survey results; the standard error is an estimate of the expected difference between a statistic from a particular sample and the corresponding population value.

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[10] For sample members not freshened in the second follow-up, the process involved using a multidimensional raking procedure to adjust the second follow-up design weight where the marginal target categories were based on roster race (API, Hispanic, other, unknown) and gender, base year school type, base year school region, base year school urbanicity, and the status values from the classification scheme described above in step 1. Target margins for the expanded weight were calculated using the first follow-up expanded sample weight (a similar weight developed in the first follow-up for estimating the 1988-90 dropout rate) for students for whom one was calculated and first follow-up design weights for the first follow-up sample members who did not receive a first follow-up expanded weight (such as the freshened). Second follow-up freshened students have their second follow-up design weight as their expanded sample weight. This step was performed for the sample as a whole.

Table 3.2.3-2
Statistical properties of the second follow-up contextual weight

WEIGHT	F2CXTWT
Mean	171.77
Variance	102513.57
Standard Deviation	320.18
Coefficient of Variation (X 100)	191.05
Minimum	1.98
Maximum	12025.09
Skewness	19.14
Kurtosis	543.71
Sum	2,695,994.30
Number of Cases	15,695

Survey Standard Errors. Because the NELS:88 sample design involved stratification, disproportionate sampling of certain strata, and clustered (i.e. multi-stage) probability sampling, the resulting statistics are more variable than they would have been had they been based on data from a simple random sample of the same size.

The calculation of exact standard errors for survey estimates can be difficult and expensive. Popular statistical analysis packages such as SPSS (Statistical Program for the Social Sciences) or SAS (Statistical Analysis System) do not calculate standard errors by taking into account complex sample designs. Several procedures are available for calculating precise estimates of sampling errors for complex samples. Procedures such as Taylor Series approximations, Balanced Repeated Replication (BRR), and Jackknife Repeated Replication (JRR) produce similar results.[11] Consequently, it is largely a matter of convenience which approach is taken. For NELS:88, NORC used the Taylor Series procedure to calculate the standard errors.

Design Effects. The impact of departures from simple random sampling on the precision of sample estimates is often measured by the design effect (designated as DEFF). For any statistical estimator such as a mean or a proportion, the design effect is the ratio of the estimate of the variance of a statistic derived from consideration of the sample design to that obtained from the formula for simple random samples. The square root of the design effect (also called the root design effect, and designated as DEFT) is also useful. The following formulas define the design effects and root design effect:

$$1) \quad DEFF = \frac{(DESIGN\text{-}SE)^2}{(SRS\text{-}SE)^2}$$

$$2) \quad DEFT = \frac{DESIGN\text{-}SE}{SRS\text{-}SE}$$

[11] Frankel, M.R., *Inference from Survey Samples: An Empirical Investigation* (Ann Arbor: Institute for Social Research, 1971).

where DESIGN-SE designates the standard error of an estimate calculated by taking into account the complex nature of the survey design, and SRS-SE designates the standard error of the same estimate calculated as if the survey design was a simple random sample.

3.3.1 Base Year Standard Errors and Design Effects

Selection of Base Year Items. Standard errors and design effects were selected for 30 means and proportions based on the NELS:88 base year student, school, and parent data.[12] The 30 variables from the student questionnaire were selected to overlap as much as possible with those variables examined in High School and Beyond. The remaining variables from the student questionnaire and from the parent and school questionnaires were selected randomly from each topical section of each questionnaire. Standard errors and design effects were calculated for each statistic both for the sample as a whole and for selected subgroups. For both the student and parent analyses, the subgroups were based on the student's sex, race and ethnicity, school type (public, Catholic, and other private), and socioeconomic status (lowest quartile, middle two quartiles, and highest quartile). For the school analysis, the subgroups were based on two levels of school type (public and combined private) and eighth-grade enrollment (at or below the median and above the median).

3.3.2 First Follow-Up Standard Errors and Design Effects

Standard errors and design effects were also calculated for 30 means and proportions based on the NELS:88 first follow-up student and dropout data.[13] The goal was to estimate standard errors/design effects for all respondents including dropouts, on the one hand, and separately for dropouts, on the other. Because a special contextual weight was not constructed in the first follow-up, standard errors and design effects were not calculated separately for the school component.

3.3.3 Second Follow-Up Standard Errors and Design Effects

Standard errors and design effects were also calculated for 30 means and proportions based on the NELS:88 second follow-up student, dropout, and parent data. As in the first follow-up analysis, the goal was to estimate standard errors/design effects for all respondents including dropouts and separately for dropouts.

Selection of Second Follow-Up Items. The same selection criteria were used for all components in selecting the items for standard error and design effect analysis. The first criterion was whether a question had been used in the NELS:88 base year analyses of standard errors and design effects. Because some items included in the base year standard error and design effect analysis were not repeated in the second follow-up, it was necessary to select new items for the analysis. Policy relevance was the criterion for selecting the remaining items. This criterion was applied in order to ensure that variables that are important to analysts, thus likely to have a higher frequency of use, were represented. These remaining items consisted primarily of critical items in the student questionnaire. For the contextual

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[12] For a more detailed presentation of design effects for individual items for the total sample and for various subsamples, see the *NELS:88 Base Year Sample Design Report*. For tables of base year parent and school administrator questionnaire data standard errors and design effects, see the respective base year data file user's manuals, or the sample design report.

[13] For a more detailed presentation of the first follow-up design effects for individual items for the total sample and for various subsamples, see the *NELS:88 First Follow-Up: Student Component Data File User's Manual*.

sample, standard errors and design effects were calculated using the contextual weight for the same 30 variables employed for the student component standard error and design effect analysis discussed in Chapter III of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*.

Results. Standard errors and design effects were calculated for each of the items for the sample as a whole and for selected subgroups. The subgroups were based on the respondent's sex, race/ethnicity, school type (public, Catholic, and other private), socioeconomic status (lowest quartile, middle two quartiles, and highest quartile), and urbanicity (urban, suburban, and rural. The standard errors and design effects were calculated using the second follow-up contextual weight, F2CXTWT. (A description of the contextual weight is presented in section 3.2.3.) Results for the student questionnaire items are shown in Tables 3.3.4-1 and 3.3.4-2.

3.4 Additional Sources of Nonobservational Error

Analysis of survey error is important for understanding the potential bias in making inferences from an obtained sample to a population. Sampling errors occur because the data are collected from a sample rather than a census of the population. Sampling error analyses for NELS:88 (documenting standard errors of measurement and design effects for key variables) were presented earlier in this chapter (see section 3.3). In this section, other sources of nonobservational error are discussed.

Nonobservational error results from measurements not being taken from a portion of the population.[14] Several factors comprise nonobservational error, including nonresponse biases caused by unit and item nonresponse and undercoverage. Nonresponse is readily quantified. While many data quality factors are difficult to measure in the non-experimental context of large-scale survey administration, NELS:88 offers the possibility of comparing reports from multiple sources, thereby permitting some approximate but useful validity parameters. Following is a discussion of nonobservational error in the teacher component in terms of nonresponse. A detailed discussion of student undercoverage appears in the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*.

3.4.1 Second Follow-Up Unit Nonresponse

Unit nonresponse occurs when an individual respondent (such as a teacher, student, or school administrator) declines to participate, or when the cooperation of a school cannot be secured. In the base year, an analysis of school-level nonresponse suggested that, to the extent that schools can be characterized by size, control, organizational structure, student composition, and so on, the impact of nonresponding schools on the quality of the student sample is small (for details, see the *NELS:88 Base Year Sample Design Report*, pp. 33-39). School nonresponse has not been assessed in the second follow-up for two reasons. First, there was very little school-level nonresponse--the school administrator questionnaire completion rate exceeded 97 percent. Second, the second follow-up sample was student-driven, unlike the base year sample. Hence, even if a school refused, the individual student was pursued outside of school.

The effect of student-level nonresponse within the responding schools was not assessed in the base year, although males, blacks, and Hispanics tended to be nonparticipants more often than females, whites or Asians. The effects of individual nonparticipation in the base year, first and second follow-ups will be systematically examined, and reported in future NELS:88 documentation.

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[14] Groves, R. M., *Survey Errors and Survey Costs*. New York: John Wiley and Sons, 1989, page 11.

Table 3.3.4-1
Standard errors and design effects for
second follow-up student questionnaire data for students in the contextual sample (*N*=15,695)

Students in Contextual Sample

Survey item (or composite variable)		Esti-mate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
There are many gangs in school	F2S7H	16.58	0.723	5.830	2.414	15425	0.299
I cut or skipped classes	F2S9B	2.33	0.076	6.010	2.452	15433	0.031
High school program - college prep	F2S12Ab	42.12	0.972	6.031	2.456	15561	0.396
High school prgram - voc/tech prgms	F2S12Ad	14.92	0.584	4.182	2.045	15561	0.286
Time watching TV during week	F2S35A	78.47	0.692	4.261	2.064	15031	0.335
Being successful in line of work	F2S40A	98.62	0.400	18.367	4.286	15578	0.093
Level schl R's mother wants R cmplte	F2S42B	48.01	0.917	4.824	2.196	14318	0.418
Level school R anticipates completing	F2S43	32.98	0.843	4.858	2.204	15108	0.382
At age 30 R expects to be a manager	F2S64Bf	5.47	0.347	3.456	1.859	14853	0.187
At age 30 R expects to be technician	F2S64Bp	5.49	0.344	3.389	1.841	14853	0.187
I feel good about myself	F2S66A	93.68	0.340	2.790	1.670	14293	0.204
Luck more important than hard work	F2S66C	10.85	0.495	3.601	1.898	14217	0.261
Something always prevents success	F2S66F	22.21	0.673	3.720	1.929	14191	0.349
Plans hardly ever work out	F2S66G	19.44	0.737	4.905	2.215	14139	0.333
I do not have much to be proud of	F2S66L	14.62	0.593	3.979	1.995	14128	0.297
Chances R's life better than parents	F2S67K	61.62	0.897	4.773	2.185	14031	0.411
Number friends plan to attend college	F2S69E	54.82	0.997	5.674	2.382	14137	0.419
Relationship with fthr/mthr R's child	F2S79	15.97	2.106	1.626	1.275	492	1.642
Amt earn/hour current/mst recent job	F2S91	5.46	0.054	9.000	3.000	9300	0.018
Amt earn from job R spends to go out	F2S92B	15.43	0.750	5.178	2.276	12009	0.330
Amt earn from job R spends on rent	F2S92D	1.52	0.164	2.147	1.465	11957	0.112
Last 2 yrs family memb in drug rehab	F2S96P	6.99	0.335	2.641	1.625	15305	0.206
Who decides if R can have job	F2S98C	52.52	0.966	4.983	2.232	13315	0.433
R's futr faml to be simlr to own faml	F2S100F	38.54	0.953	4.923	2.219	12840	0.430
English is native language	F2S107	10.36	0.801	10.778	3.283	15596	0.244
How well does R speak English	F2S109B	5.11	1.034	3.378	1.838	1531	0.563
Reading IRT-estimated number right	F2TXRIRR	32.97	0.240	7.111	2.667	12887	0.090
Mathematics IRT-estmted nmbr right	F2TXMIRR	48.21	0.346	7.662	2.768	12902	0.125
Science IRT-estimated number right	F2TXSIRR	23.28	0.143	6.760	2.600	12816	0.055
Hist/Cit/Geo IRT-estmted nmbr right	F2TXHIRR	34.77	0.122	6.738	2.596	12753	0.047
Mean				5.452	2.264		
Minimum				1.626	1.275		
Maximum				18.367	4.286		
Standard deviation				3.090	0.570		
Median				4.798	2.191		

[a]Standard error calculated taking into account the sample design.
[b]Standard error calculated under assumptions of simple random sampling.

Table 3.3.4-1
Mean design effects (DEFFs) and root design effects (DEFTs) for second follow-up student questionnaire data for students in contextual sample (N=15,695)

Group	Mean DEFF	Mean DEFT
All Respondents	5.452	2.264
Male[a]	4.787	2.152
Female	5.227	2.130
White[b]	5.409	2.229
Black	3.093	1.714
Hispanic	3.881	1.932
Asian/Pacific Islander	3.486	1.834
American Indian/ Alaskan Native	1.613	1.253
Public schools	4.992	2.162
Catholic schools	2.923	1.646
Other private schools	14.059	3.423
Low SES	4.081	1.959
Middle SES	3.507	1.843
High SES	7.082	2.462
Urban	5.020	2.175
Suburban	5.710	2.273
Rural	4.536	1.978

[a] Sex categories are based on the composite sex variable.
[b] Race categories are based on the composite race variable.

Note: Each mean is based on 30 items, including four cognitive test items.

3.4.2 Second Follow-Up Item Nonresponse

Analysis of survey error is important for understanding potential bias in making inferences from an obtained sample to a population. Sampling and nonsampling errors are the key constituents of total survey error. Sampling error is quantified through the standard errors and design effects for key variables. There are various sources and types of nonsampling measurement error, including estimate error or bias associated with unit (individual) nonresponse and item nonresponse. This section reports specifically on nonsampling error as a function of item nonresponse. In addition to its role as a potential source of bias, item nonresponse also has the effect of diminishing the number of observations that can be used in calculating statistics from affected data elements and thus increases sampling variances. Since item nonresponse is an important potential and uncorrected source of data bias, it is necessary to measure its impact so that analysts can properly take potential response biases into account.

Item nonresponse occurs when a respondent fails to complete certain items on the survey instrument. While bias associated with unit nonresponse has been controlled by making adjustments to case weights, item nonresponse has generally not been compensated for in the NELS:88 teacher component data set. There are two exceptions to this generalization.

The first exception is machine editing, through which, occasionally, certain nonresponse problems are rectified by imposing inter-item consistency, particularly by forcing logical agreement between filter and dependent questions. Thus, for example, the missing response to a filter question can often be inferred if the dependent question has been answered. Because the edited files were used in the nonresponse analysis reported below, this adjustment to item nonresponse is reflected in the results of the analysis.

The second exception is that some key student-level classification variables have been constructed in part from additional sources of information when student data are missing. Thus, data from school records (for example, student sex or race/ethnicity as given on the sampling roster) or other respondent sources (for example, the new student supplement) have been used to replace missing student data. Because composite variables were not included in the nonresponse analysis, this adjustment of missing data is *not* reflected in the statistics reported below.

A further point to note is that there may be some hidden nonresponse in the NELS:88 questionnaires that is impossible to quantify. This is the case because for a few questions, a "mark all that apply" format was used. While such a format results in slightly less burden on the respondent, it also makes it impossible to distinguish between a negative response and nonresponse. This conflation of negative response and nonresponse creates the potential for nonresponse biases that cannot be measured and thus cannot become the basis for precise warnings to users about the limitations of data.

A final point to note is that, implicitly, unit nonresponse is a further source of missing item data--that is, nonparticipating teachers complete no questionnaire items. Because no special teacher weight adjusts for teacher-level nonresponse, analysts cannot compensate for the bias that arises if nonrespondents would have answered the questionnaire differently than respondents. For this reason, "total response" should be thought of as the survey (unit) response rate times the item response rate. For the second follow-up teacher survey, the student-level, teacher coverage rate is 90.7 percent, and the item response rate is 89.4 percent. Together they yield a total response of 81.1 percent.

Two objectives structure this item nonresponse analysis. One objective is to quantify mean questionnaire nonresponse overall. A second objective is to describe nonresponse patterns in terms of

questionnaire item characteristics. In order to realize the first objective, average nonresponse rates were calculated for each item. In order to fulfill the second objective, nonresponse was measured as a function of three characteristics: 1) position in the questionnaire; 2) topic; and 3) whether the item was contingent on a filter.

Population and Data File Definitions.

Definition 1: "Item"

For purposes of this analysis, "item" refers to each data element or variable. For a question composed of multiple subparts, each subpart eliciting a distinct response is counted as an item for item nonresponse purposes. Thus, a single question that poses three subquestions is treated as three variables.

Definition 2: "Response Rate"

NCES standards stipulate that item response rates (Ri) "are to be calculated as the number of respondents for which an in-scope response was obtained (i.e., the response conformed to acceptable categories or ranges), divided by the number of completed interviews for which the question (or questions if a composite variable) was intended to be asked.":

$$Ri = \frac{\text{weighted \# of respondents with in-scope responses}}{\text{weighted \# of completed interviews for which question was intended to be asked}}$$

In-scope responses were considered to be valid answers (including a "don't know" response when this was a legitimate response option). Out-of-scope responses were multiple responses to items requiring only a single response, refusals, and missing responses.

Definition 3: "Analysis Populations"

Item nonresponse analysis population. Each student who completed a student questionnaire and for whom a teacher report in mathematics or science is included on the teacher component data file.

Definition 4: "Teacher Questionnaire Data File"

The public use teacher file with machine-edited, student-weighted data were used as the basis for the analysis. Nonresponse rates of composite and other constructed variables were not examined in this analysis.

Definition 5: "Nonresponse"

For the teacher questionnaire several numerical reserved codes were used to categorize nonresponse. The reserved codes and definitions appear below. The first three--reserved codes 6, 7 and 8--define out-of-scope or illegitimate nonresponse, and were used as the basis for this nonresponse analysis.

6 = Multiple Response. For an item that required one response only, the respondent marked more than one response, and the multiple response could not be resolved.

7 = Refused Critical Item. Respondent was unwilling to answer the question at the time of the questionnaire administration and upon nonresponse follow-up by survey administrators.

8 = Missing. The response datum is illegitimately missing. That is, a datum that should be present for this respondent is missing.

9 = Legitimate Skip. The response datum is legitimately missing. That is, owing either to responses to preceding filter questions or to other respondent characteristics data for this item should not be present for this respondent. Responses under reserved code 9 were not included in the nonresponse analysis.

DK = "Don't Know". "Don't Know" is often used as a nonresponse code. In the NELS:88 data set, "Don't Know" is embedded as a legitimate response category in some of the questionnaire items. For purposes of this analysis, "Don't Know" was not classified as a nonresponse.

Item-level Nonresponse. Table 3.4.1-1 shows descriptive statistics for teacher questionnaire item nonresponse overall and for items grouped into categories depending upon their position in the questionnaire, the topic they addressed, and whether they were part of a skip or filter pattern.

The mean item nonresponse rate for the NELS:88 second follow-up teacher questionnaire is 10.6 percent. Mean teacher item nonresponse compares favorably with other second follow-up questionnaire item nonresponse rates, for example student (12.1 percent) and school administrator (15.5 percent).

During the survey's closing stages, one math or science teacher of 715 NELS:88 second follow-up students (6.6 percent) was administered an abbreviated questionnaire by telephone. Abbreviated teacher questionnaires were administered when necessary to gain teacher cooperation. The teacher abbreviated survey consisted primarily of items designated as critical. While administration of abbreviated questionnaires necessarily decreases mean item response, teacher mean item nonresponse remains well below student and school administrator mean item nonresponse. Appendices F and G list the critical items in the teacher questionnaire and the abbreviated teacher questionnaire items respectively.

Higher levels of teacher survey item response can be attributed to two factors: fewer teacher items dependent on a filter question, and more teacher questionnaire critical items than either the student or dropout questionnaires. The following paragraphs examine these factors more closely.

Item-level Nonresponse by Item Placement and Characteristic: Teacher Questionnaire. Respondent burden associated with the length of the second follow-up teacher questionnaire may have contributed to item nonresponse. Mean item nonresponse in the final third of the teacher questionnaire is 15.8 percent, compared with 6.7 percent in the first third and 9.3 percent in the second third.

Item Nonresponse by Topic. Most teacher questionnaire topics appear to be subject to uniform nonresponse rates as displayed in table 3.4.1-1. Topics which exhibit high item nonresponse rates usually occur at the end of the instrument and are usually dependent on a filter item. One example of this phenomenon is the group of questions which ask teachers to describe teacher enrichment programs (F2T4_18 -- F2T4_21). Most of these items occur on the last page of the questionnaire. Respondent burden was a likely contributor to nonresponse in these items. Additionally, nonresponse at the filter question which precedes the teacher enrichment items was carried through to the dependent items, compounding nonresponse in the dependent items.

Table 3.4.1-1
Percent nonresponse on the teacher component data file by various item characteristics

Domain	Average	Standard Deviation	Minimum	Maximum	Number of Items
Overall	10.59	8.60	0.00	42.02	414
Position					
First Third	6.65	6.12	0.00	23.76	138
Second Third	9.32	2.98	0.00	19.83	139
Last Third	15.83	11.53	0.00	42.02	137
Topic (in order of appearance in the questionnaire)					
Student Information	3.80	3.41	0.07	8.39	27
Class Information	7.35	6.44	0.00	23.76	111
School Climate & Practices	9.56	2.89	0.00	16.89	114
Teacher Background & Activities	14.66	11.02	0.00	42.02	162
Filtered					
No	7.64	3.78	0.00	19.83	245
Yes	14.86	11.41	0.00	42.02	169

Section two, "Class Information," question 16 (F2T2_16), is an exception. This item asks math teachers to answer a mathematical word problem. Math teachers avoided this question in large numbers (23.8 percent) when compared to the mean item nonresponse rate for the "Class Information" section (7.3 percent). During data collection, many teachers expressed their displeasure with question 16. This displeasure undoubtedly contributed to nonresponse in F2T2_16.

Item Nonresponse by Dependence on a Filter Question. Second follow-up teacher questionnaire nonresponse is twice as great in items dependent on a filter question. Dependent items carry with them missing data from the corresponding filter item. Teacher questionnaire filter items would probably have benefitted from the High School & Beyond practice of making nearly all filter items critical and thus subject to retrieval. The nonresponse rates reported here for items dependent on a filter question are inflated to the extent that the rates contain "hidden skips." Hidden skips are those missing responses that would have been skips had the respondent answered the appropriate filter item. Unfortunately it is not possible to quantify hidden skips.

Teacher survey item response rates may be higher relative to second follow-up student and dropout item response rates because fewer items are dependent on a filter question. Only 40.8 percent (169 items) of the teacher questionnaire's items are dependent on a filter, compared with 46.7 percent (224 items) in the dropout questionnaire, and 50.9 percent (287 items) in the student questionnaire.

Teacher Survey Item-Level Nonresponse by Critical Items. The nonresponse rate for teacher survey critical items is 7.2 percent, well above the rate found in the second follow-up student questionnaire (3.3 percent) or the second follow-up dropout questionnaire (4.2 percent). The teacher instrument contains 165 critical items, triple the number in the student questionnaire (50 items), and well

above the number (110 items) in the dropout instrument. While a longer retrieval interview made it more difficult to retrieve all of the teacher critical items, the greater number of items designated as critical may have contributed to the increased overall teacher response rate. Table 3.4.1-2 lists the weighted and unweighted nonresponse rates for the critical items.

Summary and Conclusions. Second follow-up teacher questionnaire item response rates benefitted from the inclusion of fewer items dependent on a filter question, and more critical items than either the student or dropout questionnaires. Mean weighted teacher questionnaire total response, 81.1 percent, is well within the NCES standard. NCES's standard asserts that total weighted response (unit nonresponse multiplied by item nonresponse) should be at least 70 percent. Second follow-up teacher questionnaire total response compares favorably with second follow-up student questionnaire total response (80.1 percent) and second follow-up dropout questionnaire total response (77.4 percent).

Table 3.4.1-2
Nonresponse for critical items in the teacher questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2T2_3	0.98%	0.90%
F2T2_4	0.54%	0.70%
F2T2_5	0.27%	0.44%
F2T2_7A	0.54%	0.72%
F2T2_7B	0.54%	0.72%
F2T2_7C	0.54%	0.72%
F2T2_7D	0.54%	0.72%
F2T2_7E	0.54%	0.72%
F2T2_7F	0.54%	0.72%
F2T2_14A	1.65%	1.63%
F2T2_14B	1.53%	1.61%
F2T2_14C	1.63%	1.60%
F2T2_14D	1.92%	1.80%
F2T2_14E	1.83%	1.70%
F2T2_14F	1.76%	1.87%
F2T2_14G	1.64%	1.63%
F2T2_14H	2.01%	1.99%
F2T2_14I	1.78%	1.83%
F2T2_14J	1.83%	1.87%
F2T2_15A	1.83%	1.60%
F2T2_15B	2.34%	1.92%
F2T2_15C	2.05%	1.68%
F2T2_15D	2.11%	1.82%
F2T2_15E	2.17%	1.83%
F2T2_15F	2.20%	1.78%
F2T2_15G	2.52%	2.07%
F2T2_15H	2.21%	1.85%
F2T2_15I	2.47%	2.16%
F2T2_15J	2.35%	2.04%
F2T2_15K	2.50%	2.04%
F2T2_18A	5.99%	6.99%
F2T2_18B	6.84%	7.34%
F2T2_18C	6.43%	7.57%
F2T2_18D	6.47%	7.44%
F2T2_18E	6.30%	7.34%
F2T2_18F	6.98%	7.52%
F2T2_18G	6.99%	7.44%
F2T2_18H	6.43%	7.49%
F2T2_19A	0.96%	1.51%
F2T2_19B	0.91%	1.49%
F2T2_19C	1.13%	1.67%
F2T2_19D	1.17%	1.67%

Note: For a list of the actual questions, refer to Appendix F.

Table 3.4.1-2 (cont.)
Nonresponse for critical items in the teacher questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2T2_19E	1.40%	1.84%
F2T2_19F	1.16%	1.67%
F2T2_19G	1.18%	1.67%
F2T2_19H	1.15%	1.67%
F2T2_19I	1.15%	1.72%
F2T2_19J	1.16%	1.74%
F2T2_20	0.04%	0.08%
F2T2_20A	7.60%	10.84%
F2T2_20B	7.85%	11.28%
F2T2_20C	7.73%	10.84%
F2T2_20D	8.02%	11.10%
F2T2_20E	7.92%	11.01%
F2T2_20F	7.99%	11.10%
F2T2_20G	7.91%	11.01%
F2T2_20H	8.04%	11.19%
F2T2_20I	7.90%	11.01%
F2T2_21	0.04%	0.08%
F2T2_21A	20.06%	21.99%
F2T2_21B	19.78%	22.08%
F2T2_21C	21.09%	23.13%
F2T2_21D	20.85%	22.96%
F2T2_21E	21.10%	23.22%
F2T2_21F	21.09%	23.31%
F2T2_21G	21.32%	23.13%
F2T2_21H	21.76%	23.75%
F2T2_21I	21.85%	23.75%
F2T2_21J	21.42%	23.13%
F2T2_22	0.04%	0.08%
F2T2_22A	11.60%	12.92%
F2T2_22B	11.43%	12.69%
F2T2_22C	11.53%	12.75%
F2T2_22D	11.47%	12.75%
F2T2_22E	11.31%	12.35%
F2T2_22F	11.56%	12.87%
F2T2_22G	11.05%	12.41%
F2T2_22H	11.41%	12.69%
F2T3_13A	8.38%	8.13%
F2T3_13B	9.95%	8.90%
F2T3_13C	8.73%	8.27%
F2T3_13D	8.54%	8.19%
F2T3_13E	8.43%	8.22%

Note: For a list of the actual questions, refer to Appendix F.

Table 3.4.1-2 (cont.)
Nonresponse for critical items in the teacher questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2T3_13F	8.87%	8.73%
F2T3_16A	8.19%	8.01%
F2T3_16B	8.24%	8.07%
F2T3_16C	8.31%	8.09%
F2T3_16D	8.36%	8.17%
F2T3_16E	8.35%	8.10%
F2T3_16F	8.23%	8.10%
F2T3_16G	8.83%	8.63%
F2T3_16H	8.54%	8.36%
F2T3_16I	8.65%	8.55%
F2T3_16J	8.68%	8.54%
F2T3_16K	8.30%	8.16%
F2T3_16L	8.36%	8.20%
F2T3_16M	8.72%	8.67%
F2T3_16N	8.37%	8.21%
F2T3_16O	8.46%	8.20%
F2T3_16P	8.32%	8.12%
F2T4_1	1.08%	1.20%
F2T4_2	1.58%	1.61%
F2T4_3	9.69%	9.79%
F2T4_4A	8.02%	7.80%
F2T4_4B	8.09%	7.89%
F2T4_5	8.26%	8.06%
F2T4_6	8.13%	7.84%
F2T4_7A	11.73%	11.42%
F2T4_7B	19.82%	19.12%
F2T4_8A	8.16%	7.94%
F2T4_8B	8.16%	7.94%
F2T4_8C	8.16%	7.94%
F2T4_8D	8.16%	7.94%
F2T4_8E	8.16%	7.94%
F2T4_8F	8.16%	7.94%
F2T4_8G	8.16%	7.94%
F2T4_9A1	8.05%	7.85%
F2T4_9A2	8.05%	7.85%
F2T4_9B1	8.05%	7.85%
F2T4_9B2	8.05%	7.85%
F2T4_9C1	8.05%	7.85%
F2T4_9C2	8.05%	7.85%
F2T4_9D1	8.05%	7.85%
F2T4_9D2	8.05%	7.85%
F2T4_9E1	8.05%	7.85%
F2T4_9E2	8.05%	7.85%

Note: For a list of the actual questions, refer to Appendix F.

Table 3.4.1-2 (cont.)
Nonresponse for critical items in the teacher questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2T4_9F1	8.05%	7.85%
F2T4_9F2	8.05%	7.85%
F2T4_9G1	8.05%	7.85%
F2T4_9G2	8.05%	7.85%
F2T4_9H1	8.05%	7.85%
F2T4_9H2	8.05%	7.85%
F2T4_9I1	8.05%	7.85%
F2T4_9I2	8.05%	7.85%
F2T4_10	0.00%	0.00%
F2T410A1	13.22%	12.48%
F2T410A2	13.22%	12.48%
F2T410B1	13.22%	12.48%
F2T410B2	13.22%	12.48%
F2T410C1	13.22%	12.48%
F2T410C2	13.22%	12.48%
F2T410D1	13.22%	12.48%
F2T410D2	13.22%	12.48%
F2T410E1	13.22%	12.48%
F2T410E2	13.22%	12.48%
F2T410F1	13.22%	12.48%
F2T410F2	13.22%	12.48%
F2T410G1	13.22%	12.48%
F2T410G2	13.22%	12.48%
F2T410H1	13.22%	12.48%
F2T410H2	13.22%	12.48%
F2T410I1	13.22%	12.48%
F2T410I2	13.22%	12.48%
F2T4_11A	0.00%	0.00%
F2T4_11B	0.00%	0.00%
F2T4_11C	0.00%	0.00%
F2T4_11D	0.00%	0.00%
F2T4_11E	0.00%	0.00%
F2T4_11F	0.00%	0.00%
F2T4_11G	0.00%	0.00%
F2T4_11H	0.00%	0.00%
F2T4_11I	0.00%	0.00%
F2T4_11J	0.00%	0.00%
F2T4_11K	0.00%	0.00%
F2T4_11L	0.00%	0.00%

Note: For a list of the actual questions, refer to Appendix F.

IV. Data Collection

This chapter describes the data collection procedures for all components of the NELS:88 second follow-up: student and dropout, teacher, school administrator, parent, and academic transcript and course offerings. The design of the second follow-up closely resembled that of the first follow-up and was executed in three phases which spanned two years. Self-administration and telephone administration were the primary modes of data collection for the components of the second follow-up. Although data collection did not occur for the teacher component until the third phase of the study in 1992, pre-data collection activities related to the teacher component were conducted in the first and second phases of the study in 1991. Phase three was conducted in 1992 and constituted the data collection effort. Figure 4-1 summarizes the activities conducted during the three phases of the second follow-up.

4.1 Second Follow-Up Pre-Data Collection Activities

Phase 1. Conducted from January through June 1991, phase 1 involved securing state, district, and school-level cooperation for the study as well as tracing sample members. State cooperation with NELS:88 was secured for all fifty states and the District of Columbia. District and school-level cooperation were secured for first follow-up schools with four or more sample members still in attendance in the spring of 1991.

Tracing sample members served two purposes: defining the schools to be included in the second follow-up sampling process and locating sample members for data collection. As in the first follow-up, the second follow-up study was designed such that only students attending a school included in the second follow-up school sample would receive the full complement of contextual data including teacher and school administrator reports. To maximize the number of students to receive the full complement of contextual data, interviewers attempted to trace all sample members to either their first follow-up school of attendance or to a new school. Once students were traced to a school, the second follow-up school sample was drawn such that the greatest number of students would be included in the school sample and receive the full complement of contextual data.

The second purpose of tracing related to data collection. Interviewers attempted to trace students to their first follow-up or new school of attendance, and prior to the beginning of phase 2 the sample of second follow-up schools was finalized. If an interviewer was unable to confirm school enrollment for a cohort member through the first follow-up school or a new school, the interviewer traced the sample member to a home address to confirm that the student was enrolled in a school or that the student had left school. Through tracing students to a first follow-up school, a new school, or a home address, and through the selection of the schools to be included in the second follow-up school sample, interviewers were able to forecast whether a student's data would be collected through a second follow-up school or if a sample member would need to be contacted separately during data collection. Confirmation of a sample member's enrollment status determined which type of questionnaire--student or dropout--the sample member would be administered during the data collection period.

Phase 2. From September to December 1991, phase 2 pre-data collection activities occurred for all components of the study, and some phase 1 activities continued. District and school-level cooperation was gained for any schools selected for the second follow-up sample for which cooperation was not gained in phase 1. Tracing continued for sample members who were not located during phase 1, and enrollment was verified again for students who were traced to a school which was selected for the second follow-up school sample. Students attending a school not included in the second follow-up school sample

Figure 4-1: Second follow-up data collection phase diagram

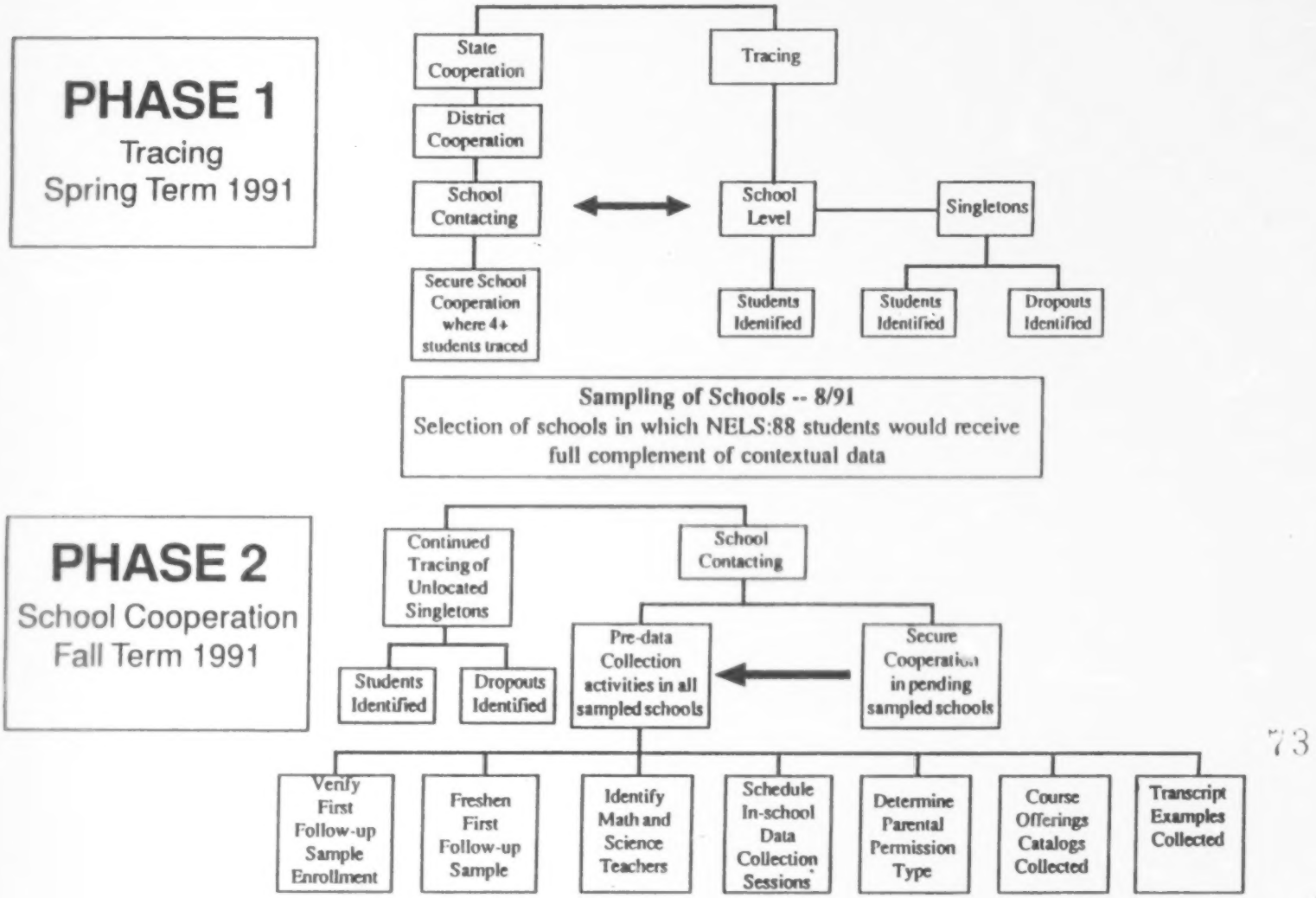
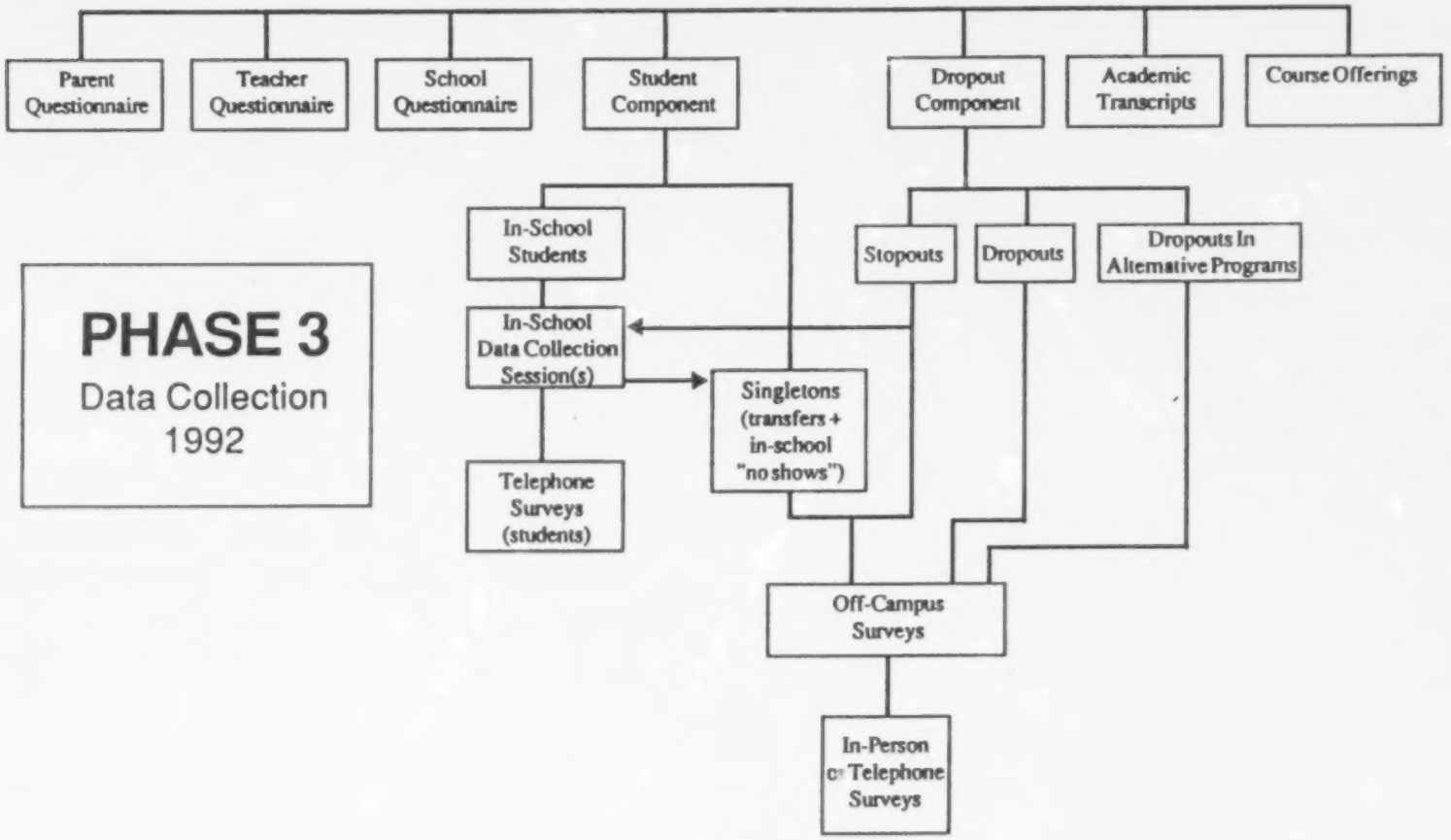


Figure 4-1 (cont.): Second follow-up data collection phase diagram



and sample members who had left school were also traced again to their school of attendance or to a home address. Table 4.1-1 summarizes the results of district and school contacting and student tracing in phases 1 and 2.

Interviewers visited each of the second follow-up schools to conduct activities in preparation for data collection for all components of the study. For student data collection, they scheduled in-school data collection sessions and worked with school personnel to identify how parental permission for surveying students would be gained for an individual school. Using school rosters, interviewers freshened the student sample to allow a random sample of twelfth graders who were previously excluded from the study because, for example, they were not in the U.S. or in the eighth grade in 1988, and did not have a chance to be selected for the base year sampling frame. See Chapter III of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for a complete discussion of freshening the student sample.

Table 4.1-1
Summary of NELS:88 second follow-up district/diocese and school contacting

	Eligible Sample[a]	Agreed to Participate	Cooperation Rate
District/Diocese Contacting:			
Public	862	853	99.0%
Catholic/ Other Private	52	52	100.0%
Total	914	905	99.0%
School Contacting:			
Public	1155	1145	99.1%
Catholic/ Other Private	232	228	98.3%
Total	1387	1373	99.0%

[a] This column represents the portion of the phase 1 sampled schools (N=1,500) that had at least one core sample member still enrolled at the end of the school contacting phase (phase 2) of the study. These numbers reflect the schools at which cooperation with the study was gained rather than the final subset of NELS:88 schools whose students were included in the contextual sample.

Data were collected for the contextual components (the teacher, school administrator, parent, academic transcript, and course offerings components). To identify the sample for the teacher survey, they compiled the names of mathematics and science teachers of the student sample members. Interviewers alerted school administrators to the questionnaire that they would receive during data collection. Interviewers collected parent address and telephone information for the parent survey. Course catalogs were collected, and interviewers collected samples of student transcripts to inform data collection and data preparation for the high school transcript component.

Final Tracing Results. After the tracing of sample members was completed, 97.3 percent (N=20,623) of the 21,188 second follow-up sample members had been located. Figure 4-2 illustrates the results of the second follow-up locating efforts. Of the 21,188 sample members, 83.3 percent were enrolled in high school, 8.2 percent were verified dropouts, 0.5 percent were identified by school officials as dropouts but were not confirmed as such, 4.1 percent were sample members who had already completed an alternative program, 1.3 percent were deemed ineligible to participate in the second follow-up study (e.g., deceased or moved out of the country), and 2.7 percent could not be located. (Due to rounding, the above percentages sum to 100.1 percent).

4.2 Second Follow-Up Data Collection Activities

Phase 3. Data collection for the second follow-up was conducted from January through December 1992. Although the data collection periods of the individual components of the study were staggered, there was a high degree of overlap between the data collection periods of the individual components, and most data were collected from January through June 1992, the spring term of the 1991-1992 academic year. Figure 4-3 shows the field periods of each component of the study.

Most of the components of the survey utilized more than one mode of data collection, usually self-administration and telephone administration of the survey instruments. In some cases abbreviated versions of the instruments were implemented as discussed in Chapter II of this manual.

4.3 Teacher Survey

The teacher survey was designed to articulate with the student cognitive tests and included one mathematics or science teacher of students at NELS:88 sampled schools when the student was enrolled in one of these classes. To minimize the amount of time between the collection of the student and teacher data, either the fall or spring term teacher was selected depending on when student data were collected at a school, and the questionnaires were mailed to the teachers in two waves.

Eighty percent of sampled students at NELS:88 schools who were enrolled in a mathematics or science class were instructed by the same mathematics or science teacher during the entire 1991-1992 academic year, and 20.0 percent were instructed by different teachers in the fall and spring. Of the 20.0 percent who were instructed by different teachers, 17.5 percent of students were instructed by fall term teacher, and 2.5 percent of students were instructed by only the spring term teacher. For students who had different mathematics or science teachers in the fall or spring term, the fall term teacher was mailed a questionnaire in early February if the in-school data collection session at a student's school was scheduled for a date before April 1, 1992. If the data collection session was scheduled on or after April 1, then the spring term teacher was mailed a questionnaire in early March 1992. Since most in-school data collection occurred during January through March of 1992, teachers of most students were mailed a questionnaire in early February. This design was based on the assumption that, if the student's fall and spring teachers were different, in the first three months of the spring term, the fall term teacher would be more familiar and able to assess the student than the spring term teacher would be. On or after April 1, it was assumed that the spring term teacher had sufficient exposure to the student in order to make a full assessment of the student and that three months after the beginning of the spring term, the fall term teacher might have difficulty recalling the student's performance.

After identifying whether the fall or spring term teacher would be selected for the teacher survey, the subject area of a student's teacher report was determined. If the student was enrolled in only one class out of the two subject areas, mathematics or science, then the one teacher was selected. However,

Figure 4-2: Second follow-up tracing results (*N*=21,188)

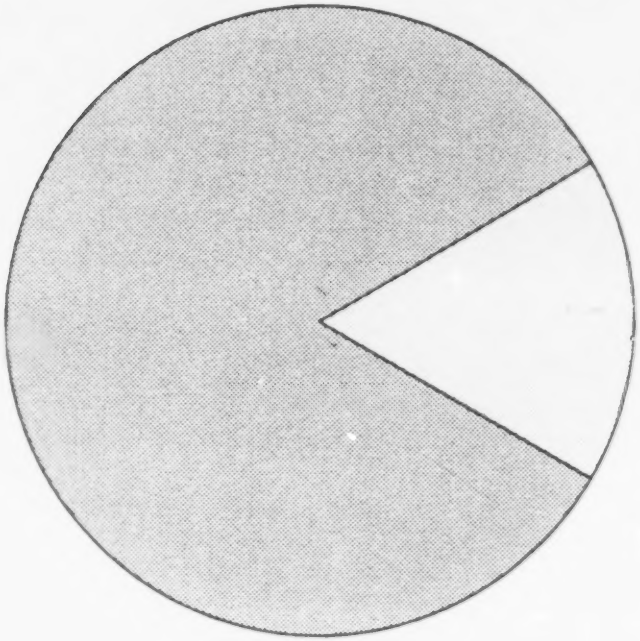
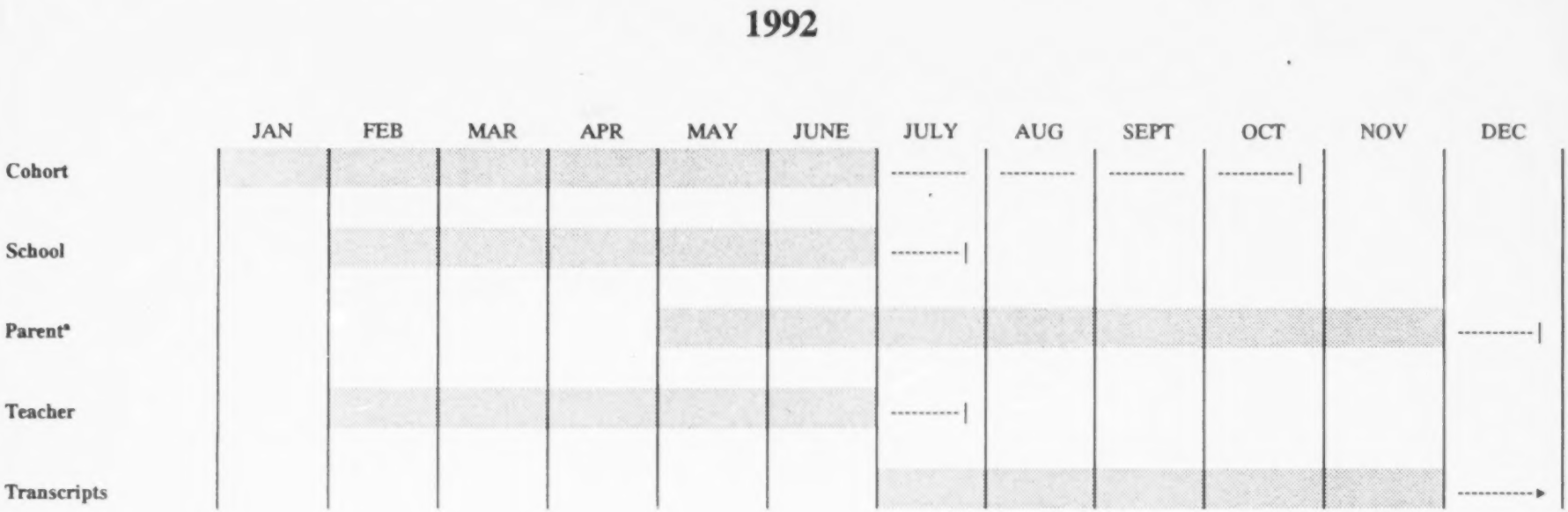

83.3%
Enrolled in high school
(N=17,644)
8.2% Dropouts, verified by school and household (N=1,745)
4.1% Alternative Completers (N=863)
2.7% Not located -- status not determined (N=565)
1.3% Ineligible (N=265)
0.5% Dropouts, verified by school only (N=106)

Figure 4-3 NELS:88 second follow-up data collection field periods by component



* The NELS:88 second follow-up parent questionnaire included questions about postsecondary educational costs and financial aid decisions. Because this information is not available to many parents until the end of their teenager's senior year, parent data collection began in May 1992, to ensure that parents could answer these questions fully.

if the student was enrolled in both mathematics and science, the subject area of the teacher report was the same as the base year selected subject for the student. Some students who were enrolled in both a mathematics and a science class were added to the first follow-up or second follow-up through freshening. For the freshened students who were enrolled in both mathematics and science, the subject area of the student's teacher report was the base year selected subject of the student's linked partner in the freshening procedure.

Two weeks after the teacher questionnaires were mailed, nonresponding teachers were prompted for the return of the questionnaire with a postcard reminder. Beginning two weeks after the postcard reminder was mailed to teachers, nonresponding teachers were prompted for the return of the questionnaire over the telephone. Interviewers attempted to interview over the telephone any teachers who did not respond within two weeks after the postcard and telephone prompts. Figure 4-4 shows the number and percentage of the 5,657 teachers on the file who completed a self-administered questionnaire, a telephone-administered questionnaire, and a telephone-administered abbreviated questionnaire. Figure 4-5 illustrates the mode of completion of the teacher instrument for the 10,861 students who were eligible for the teacher component, and for whom student data are also available.

To minimize mode effects between self-administration and telephone administration of the instrument, interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, teachers were asked to read along in the questionnaire during the telephone interview if they had the copy of the questionnaire mailed to them.

4.4 Second Follow-Up Student Survey and Cognitive Tests

In-school Survey Sessions. From January to June 1992, in-school survey sessions were held in all cooperating NELS:88 schools still enrolling second follow-up sample members. Second follow-up data collection procedures were very similar to those used in the first follow-up. Student questionnaires and cognitive tests in math, science, reading, and social studies were administered at in-school, group data collection sessions averaging approximately 9 students.

Survey administration was usually conducted in a school classroom or library and consisted of several steps. Students first completed the student questionnaire, and, if applicable, the new student supplement or the early graduate supplement. Students who had transferred into or out of a school within the two weeks prior to the survey session were asked to report on their previous school of attendance. Transfer students who had been at the surveyed school for two weeks or longer were asked to report on their current school. After the students completed the student questionnaires, an 85 minute battery of cognitive tests was administered. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/citizenship/geography). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom. Interviewers reviewed the questionnaires to ensure that all critical items were completed. An oval indicating "no retrieval" was marked whenever the missing data could not be retrieved due to respondent refusal or inability to clarify a vague response.

At the end of the survey session, arrangements were made to conduct make-up sessions for students who were scheduled but unable to attend the initial survey session or whose schedules required that they leave before completing both instruments. If fewer than five students were scheduled for a make-up session, school staff were asked to handle the arrangements and oversee its administration; however, to ensure respondent confidentiality, school staff were prohibited from reviewing the student

Figure 4-4

NELS:88 second follow-up teacher questionnaires completed by mode of administration for teachers with at least one student participant (N=5,657)

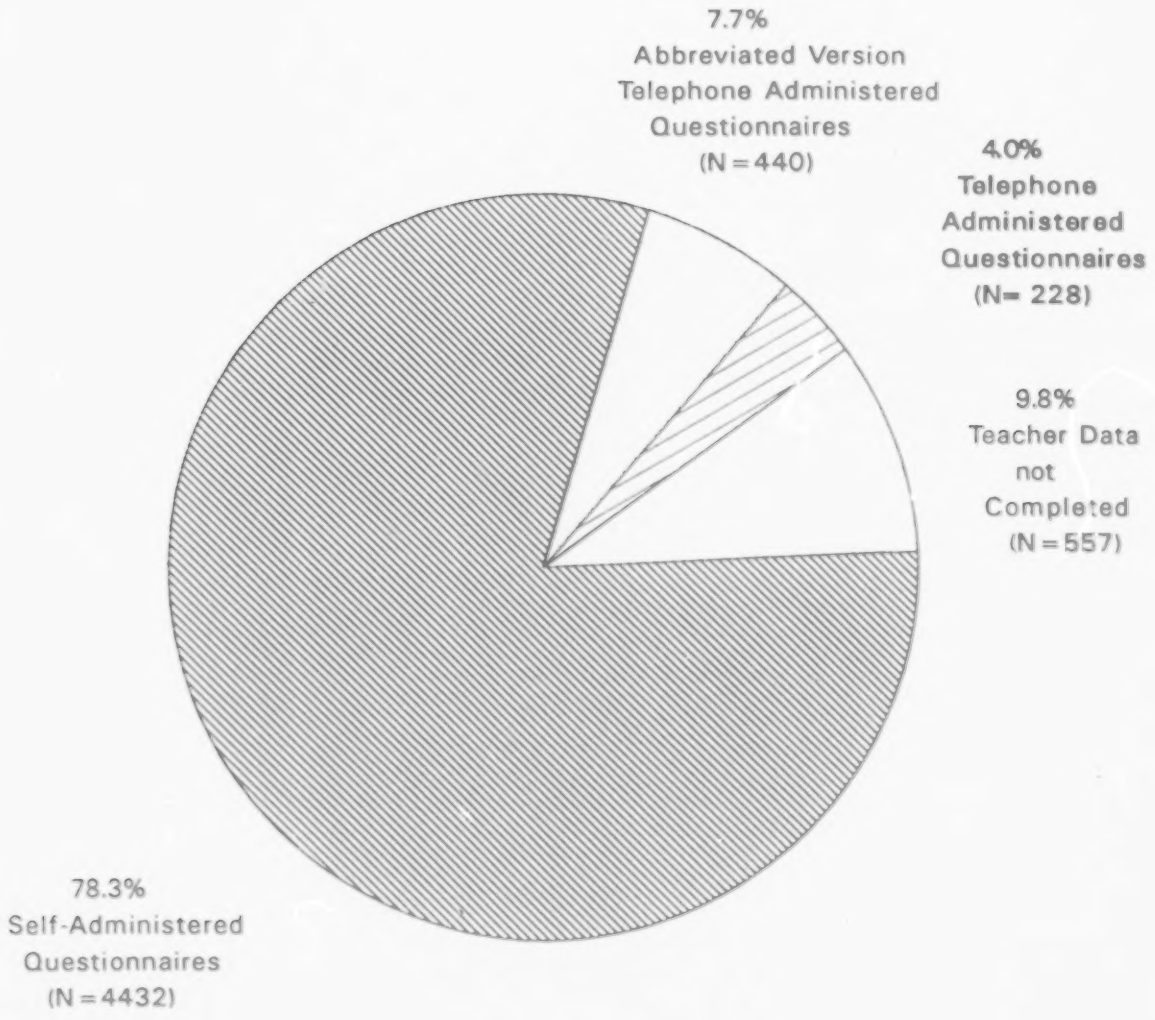
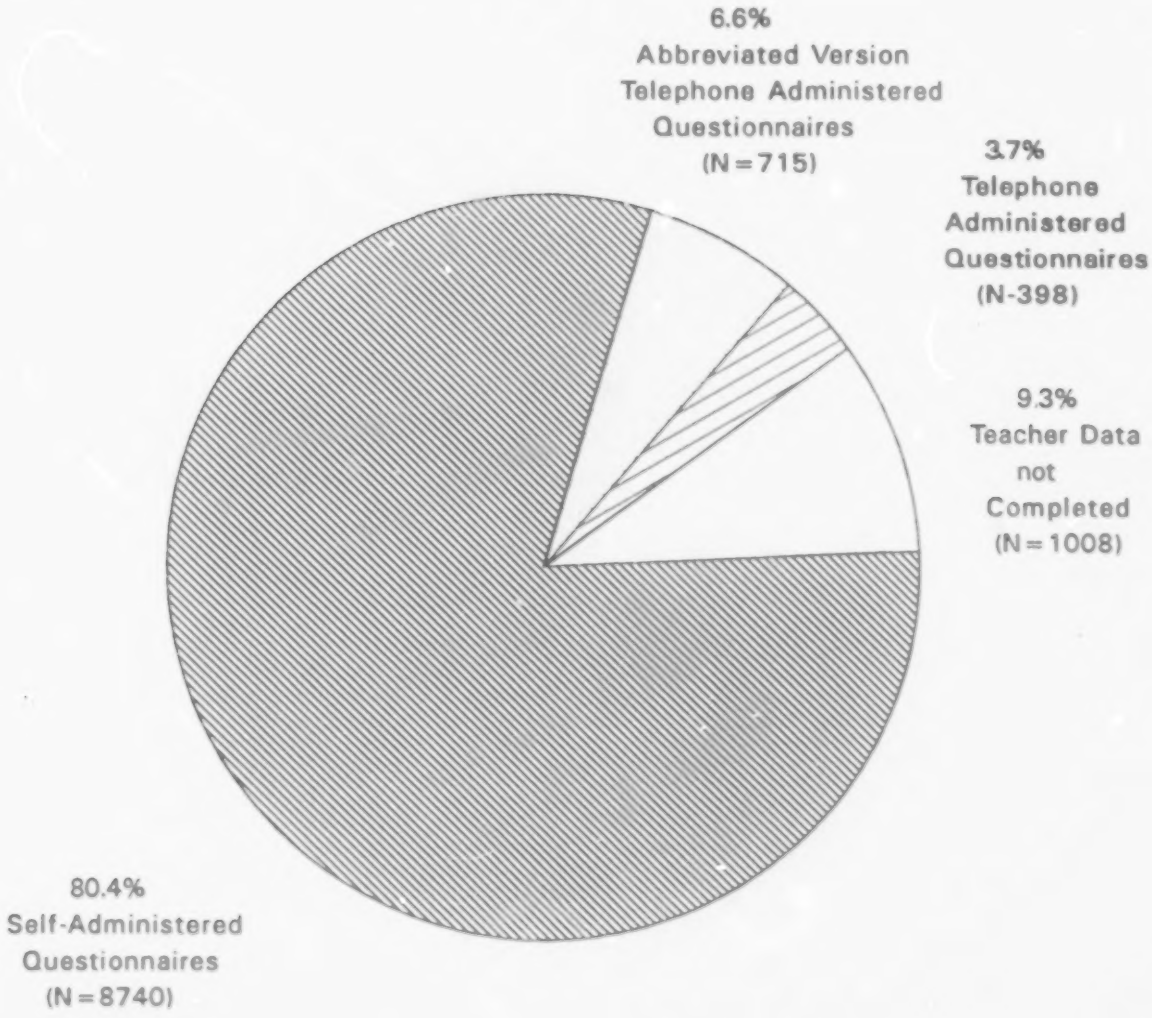


Figure 4-5
NELS:88 second follow-up mode of completion of teacher data for student participants eligible for and included on the teacher public use data file ($N=10,861$)*



*Note: The total student sample size for the teacher public use data file is 15,695. Of this total, 10,861 students were enrolled in a mathematics or science class and were therefore eligible for the teacher study. The remaining 4,834 students were not enrolled in a mathematics or science class and were ineligible for the teacher study. The variable F2SUBJCT in the teacher codebook contained in Appendix I illustrates this distribution.

questionnaire for completeness. When five or more students were scheduled for a make-up session or when school staff were unavailable to conduct a make-up session, interviewers arranged a return visit to the school.

The second follow-up study attempted to collect a complete questionnaire and cognitive test from students and dropouts; however, for some student sample members only an abbreviated version of the student or dropout questionnaire was collected, or the cognitive test was not collected at all.

Off-campus Survey Sessions. Off-campus survey sessions, typically attended by one to three students, were conducted primarily from March to July 1992. Students who were not enrolled in sampled schools, who had missed in-school data collection sessions, or who were enrolled in schools that had refused to participate in the study were invited to off-campus sessions and administered the student questionnaire and cognitive tests. Dropouts were also asked to attend these sessions and were surveyed alongside sample members who were currently enrolled in school. As with in-school survey sessions, off-campus survey sessions in the second follow-up were nearly identical to those in the first follow-up. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either over the telephone or in-person. When the student questionnaire was administered over the telephone, cognitive test data were not collected.

4.5 Dropout Survey

The NELS:88 second follow-up dropout survey sought to interview all sample members who had left school prior to graduation, including both first follow-up dropouts who had not returned to school and sample members who dropped out after the first follow-up. All sample members appear on the student data file regardless of their spring 1992 enrollment status. Basic classification variables and test data appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file.

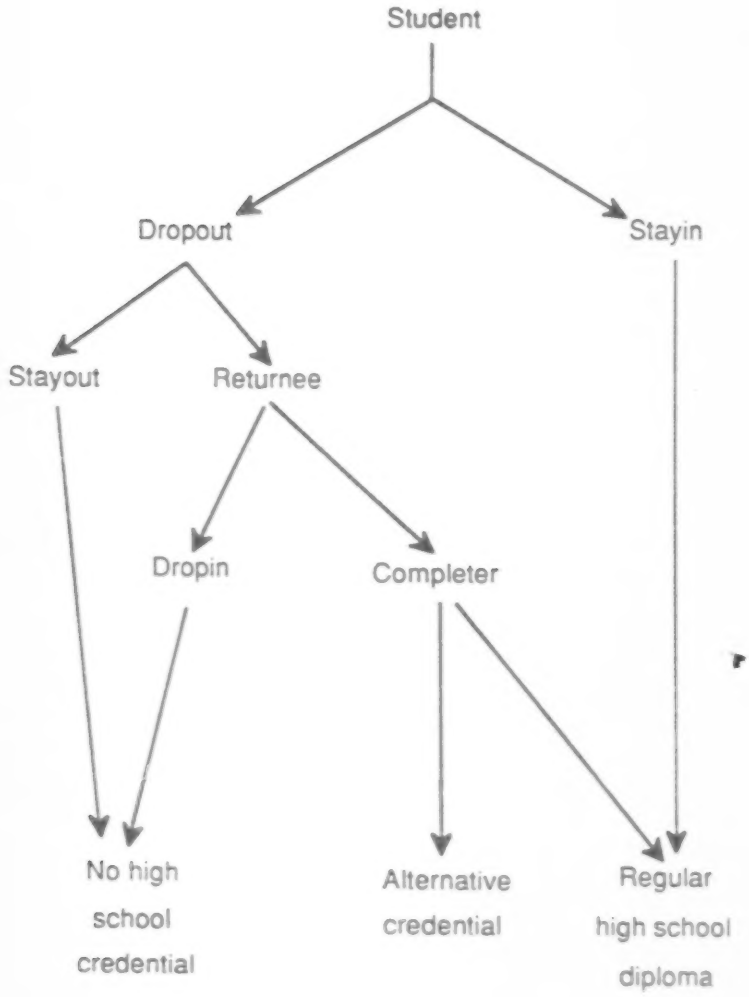
School Enrollment Classification and Data Collection. In order to determine which sample members should complete a dropout questionnaire, school enrollment status was classified for all sample members during the spring of 1992.

Four types of enrollment classifications were identified as illustrated by Figure 4-6. The first were high school students who were enrolled in a school which offered programs ending in the granting of a diploma. These students were administered the student questionnaire and the cognitive test battery. Early graduates were included in this classification, and were asked to report retrospectively on the school from which they graduated and to complete supplemental questions about their reasons for graduating early.

The second type were sample members who dropped out of high school but later returned to a high school program to obtain a high school diploma. These sample members were administered the student questionnaire and, when possible, the cognitive test battery.

The third type were sample members who dropped out of high school but went on to seek an equivalent to a high school diploma such as the General Educational Development test (GED). If an alternative completer had finished the requirements of his or her alternative program, a student questionnaire was collected from the student. If the alternative completer had not yet fulfilled the requirements for certification, the sample member was administered a dropout questionnaire. In both cases, the cognitive test battery was also administered when possible.

Figure 4-6: Alternative educational paths through high school



Note: A within-round dropout-returnee is, in NELS:88 parlance, a "stopout." During the second follow-up, a stopout was defined as a sample member who had dropped out of school at some point in the 1990-1991 or 1991-1992 school years, but had returned to school by the spring of 1992. A similar definition was employed in the NELS:88 first follow-up. In the above diagram the term "dropin" refers to a sample member who dropped out of high school, then returned to high school (making the sample member a stopout as described above), and then dropped out of high school again for a final time.

Source: The Condition of Education, NCES, 1986

The fourth type were dropouts receiving no academic instruction. These sample members had left their high school by the spring of 1992 and were not working toward an alternative certification. Dropouts were administered a dropout questionnaire and, when possible, the cognitive test battery.

Regardless of whether a dropout completed a student or dropout questionnaire, data collection efforts for the dropout component of the second follow-up were similar to those in the first follow-up survey. Interviewers attempted to survey most dropouts in off-campus survey sessions with testing conditions similar to in-school sessions.

For analytical purposes, sample members classified as alternative completers can be included or compared with either high school completers or dropouts. Additionally, alternative completers can be examined separately, depending on the needs of the analyst. For a complete description of the dropout component, see NELS:88 Second Follow-Up: Dropout Component Data File User's Manual.

4.6 School Effectiveness Study

Because the NELS:88 second follow-up core study was conducted at 97.8 percent of the schools at which the school effectiveness study was conducted, data were collected for students in these schools using the same data collection procedures as second follow-up cohort students.

Self-administered student questionnaires and cognitive tests were administered to SES students through both in-school and off-campus survey sessions. Unlike student cohort sample members, most SES students received an additional forty minute free-response cognitive test after they completed the eighty-five minute test battery. The subject area of the free-response test was randomly selected for each school in either mathematics or science.

In the 247 participating SES schools, SES sample members were administered the student questionnaire and cognitive tests. If SES students missed in-school data collection sessions, they were surveyed at off-campus survey sessions. Unlike the data collection procedures for the student cohort sample members, SES students who were no longer attending the school with which they were associated were not pursued or surveyed; however, enrollment status was gathered for these students from the SES schools. The teacher, parent, transcript, and course offerings components were also conducted for the SES sample members. A more detailed discussion of the school effectiveness study will be presented in forthcoming documentation, which will accompany the release of those data.

4.7 Followback Study of Excluded Students

In the first follow-up study, most classification changes were made for a sample of students who had been excluded from the base year study. Of the 618 base year ineligible sample members (BYIs), 580 were located and 312 were reclassified as eligible during the first follow-up. (Table 4.2.4-1 in the *NELS:88 Second Follow-Up Student Component Data File User's Manual* contains additional completion rate data for the BYI study.) In the second follow-up, the remaining ineligible students--BYIs who were ineligible in the first follow-up or more rarely, students who were eligible in the base year but who became ineligible in the first follow-up through the occurrence of some sort of incapacitation--were pursued as a part of the Followback Study of Excluded Students.

The Followback Study of Excluded Students (FSES) of the NELS:88 second follow-up attempted to reassess the eligibility status and ascertain the enrollment status of students who: 1) had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth

graders was drawn in the 1987-88 school year, and were subsampled into the Base Year Ineligible Study in the first follow-up; 2) were eligible in the base year but became ineligible in the first follow-up; or, 3) were identified as ineligible when selected through the freshening process in the first follow-up. If the students had since become eligible for NELS:88, the followback study attempted to survey them.

The followback study continued the first follow-up base year ineligible study for several purposes. First, if the 5.3 percent of the potential base year sample declared ineligible differed in key characteristics or outcomes from the sample of students included in NELS:88, this difference could bias baseline results and subsequent longitudinal measurements. By learning more about these excluded students and their current school enrollment status, one might correct for potential undercoverage bias that could affect key national estimates, such as dropping out between eighth and twelfth grade.

Second, an individual's eligibility status could potentially change. A student excluded on language grounds in 1988 or 1990 could have gained sufficient proficiency in English by 1992 to complete the student questionnaire. Like the complementary activity of sample freshening, the followback study of excluded students helped to generate a nationally representative sample of twelfth-grade students.

Third, eligibility rules were modified in the first follow-up and retained in the second follow-up to allow for completion of the student questionnaire in both Spanish and English. By giving 1988 and/or 1990 excluded students who could complete a questionnaire only in Spanish the opportunity to do so in 1992, the revised first follow-up eligibility rules were successfully carried back to the base year cohort.

Data Collection Procedures. Data collection for the followback study of base year excluded students took place during the main study data collection effort between April and October 1992. Interviewers attempted to identify excluded students who were eligible to be added to the longitudinal sample in the second follow-up. They obtained the following information about the excluded student from the student's current school, school last attended, or the student's home:

- **Sex (if unknown):** male or female;
- **Race/ethnicity (if unknown):** white, black, Hispanic, Asian/PI, American Indian, other;
- **School enrollment status:** student, dropout, or dropout in alternative program; and,
- **Eligibility:** English/Spanish language proficiency, lack of mental or physical disability (i.e., ability to complete a questionnaire), reading ability level of at least eighth grade.

After collecting the above information about the students, interviewers attempted to identify whether or not the student was capable of meaningful participation in the survey under normal conditions. To make this assessment, interviewers were instructed to obtain reports from persons with first-hand knowledge of the students, such as a special education teacher, a bilingual teacher, a language arts teacher, or a guidance counselor. Interviewers often spoke with several staff members to identify the staff member who was most qualified to assess whether or not the student could participate. Unless there were severe mental or physical disabilities or lack of facility with written English or Spanish and the member was unable to complete the survey instruments under normal circumstances, the student was considered eligible to participate in the study.

Eligibility information was gathered for 94.7 percent of the excluded sample members. For excluded students who were identified as eligible, student or dropout questionnaires were administered

either in-person or over the telephone. Cognitive tests were administered to a small percentage of these students. For students who remained ineligible, school enrollment status and other key characteristics were obtained.

4.8 School Administrator Survey

In February 1992, school administrator questionnaires were mailed to the principal or headmaster of selected NELS:88 schools with second follow-up sample members still in attendance. Completed self-administered questionnaires and telephone interviews were collected from February through June 1992. For any interviews conducted after the end of the 1991-1992 academic year, school principals were asked to refer to the previous academic year.

As in the first follow-up the school principal or headmaster could delegate all but one of the sections to another knowledgeable school official. The school principal was specifically required to complete the fifth section of the questionnaire on school governance and school climate.

Two weeks after the school administrator questionnaire was mailed to principals and headmasters, a postcard was mailed to all principals asking them to return the questionnaire if they had not already completed and returned it. Two weeks after the postcard reminder was mailed, interviewers began prompting nonresponding principals over the telephone for the return of the questionnaire. About three weeks after each principal was prompted for the return of the questionnaire over the telephone, interviewers began calling nonresponding school administrators to attempt to collect the questionnaire over the telephone. An abbreviated version of the school administrator questionnaire was administered to nonresponding principals near the end of the data collection period.

Because questionnaires from school principals were completed in two different modes of data collection, by self-administration and telephone administration, a number of steps were taken to minimize any mode effects. Telephone interviewers were trained to adapt the questions in a way which made sense when asked over the telephone. If a school administrator had a copy of the questionnaire, he or she was encouraged to read along in the questionnaire as the interviewer asked the questions over the telephone.

4.9 Parent Survey

In May 1992, parent questionnaires were mailed to all parents and guardians of students and dropouts who had completed a student or dropout questionnaire. The self-administered questionnaires instructed the parent or guardian who was most knowledgeable about the teenager's current living situation and educational plans to complete the questionnaire. Accordingly, the parent sample was self-selected.

The timing of the second follow-up parent survey was different from the timing of the base year parent survey due to differences in the content of the questionnaires. Because the second follow-up parent questionnaire included questions on financial aid for postsecondary education and this information is not available to most families until late in the spring of teenagers' twelfth grade, the parent survey was not conducted at the same time as the student and dropout surveys. However, parent respondents were asked to refer to the spring of 1992 when completing the questionnaire. The base year parent survey was conducted concurrently with the student data collection.

Two weeks after the questionnaires were mailed, a postcard reminder was mailed to all parents. For parents who had already completed the questionnaire, the postcard thanked them for their

participation. For parents who had not yet returned their questionnaire, the postcard asked them to complete and mail the questionnaire to NORC at their earliest convenience. Starting two weeks after the postcard reminder was mailed to parents, telephone interviewers began prompting nonresponding parents over the telephone for their completed questionnaire. Telephone interviews were attempted with a subsample of parents who did not respond to the postcard and telephone prompts.

To minimize mode effects between self-administration and telephone administration of the instrument, interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, parents were asked to read along in the questionnaire during the telephone interview if they had the copy of the questionnaire mailed to them.

Special steps were taken to ensure comparable completion rates for the parents of minority-language (Hispanic and Asian/Pacific Islander) sample members. In the initial mailing of questionnaires to parents, both English and Spanish questionnaires were mailed to parents of Hispanic students and dropouts so that an Hispanic parent could complete the questionnaire in the language with which the parent was more comfortable. Spanish-speaking interviewers were trained to administer the questionnaire over the telephone in Spanish when necessary. As in the base year parent survey when 575 Spanish-language questionnaires (2.5% of all parents and 23.0% of Hispanic parents) were completed, 373 Spanish-language parent questionnaires (2.1% of all parents and 21.6% of Hispanic parents) were completed during the second follow-up.

While a native language questionnaire was not available to Asian and Pacific Islander parents, parents who spoke the most common Asian languages were prompted over the telephone for the return of the questionnaire by a native speaker. The languages in which these parents were prompted included Chinese, Japanese, Tagalog, Korean, and Vietnamese. In the respondent's native language, Asian telephone interviewers explained why the parent's participation in the study was important and encouraged them to seek the assistance of another adult for completing the English version of the questionnaire; however, no translation of the questionnaire into these languages was conducted over the telephone.

4.10 Academic Transcripts

In August 1992, transcript survey materials were mailed to the principals of the NELS:88 and non-NELS:88 schools attended or most recently attended by sample members of the student cohort. Because of the variability in transcript format across schools, explicit instructions for transcript preparation were provided. School staff were asked to retrieve from alternate sources any data elements that were not included on the school's transcripts. Transcript preparers were also asked to note any transfers of students to new schools after data collection, to facilitate the pursuit of additional records from transfer schools.

Two weeks after survey materials were mailed, nonresponding principals were prompted for the return of transcripts with a postcard reminder. Principals who did not return transcripts within three weeks of the postcard prompt were prompted over the telephone. Telephone prompting of nonresponding principals continued from October 1992, to February 1993. Field visits to schools requesting assistance in the preparation of transcripts were conducted in February and March 1993.

4.11 Second Follow-Up Data Collection Results

Tables 4.11-1 through 4.11-2 summarize the data collection results for the NELS:88 second follow-up study.

Table 4.11-1 NELS:88 second follow-up component survey completion rates by selected characteristics

	Student sample Completion rates		Student 12th grade test[a] Completion rates		Dropout/Alternative[b] sample Completion rates		Dropout/Alternative 12th grade test[c] Completion rates		School questionnaire[d] Completion rates		Teacher questionnaire[e] Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	91.0	92.5	76.6	78.8	88.0	87.6	41.7	40.3	98.3	98.2	90.8	90.7
Participated	16,842		13,267		2,378		959		15,409		9,853	
Selected	18,209[f]		16,842		2,714		2,378		15,695		10,861	
School type[g]												
Public	94.7	95.3	76.8	78.9	NA	NA[h]	NA	NA[h]	98.4	98.4	91.1	90.9
Catholic	98.4	98.0	79.7	84.5	NA	NA	NA	NA	96.6	96.7	87.9	89.1
Other private	94.8	95.5	73.1	75.6	NA	NA	NA	NA	98.5	97.2	88.0	90.3
Urbanicity[g]												
Urban	95.0	95.8	73.6	76.7	NA	NA[h]	NA	NA[h]	98.2	98.3	88.7	89.6
Suburban	94.4	95.2	74.9	75.7	NA	NA	NA	NA	98.5	98.2	90.4	90.1
Rural	95.5	95.5	82.4	85.3	NA	NA	NA	NA	99.8	98.0	93.2	92.8
Region[g]												
Northeast	94.3	94.7	77.6	76.7	NA	NA[h]	NA	NA[h]	97.9	96.8	87.4	87.9
South	95.4	95.8	77.7	81.7	NA	NA	NA	NA	98.2	98.4	91.7	91.5
Midwest	96.1	95.8	78.6	80.7	NA	NA	NA	NA	98.5	98.7	92.8	93.0
West	92.9	95.4	72.2	74.2	NA	NA	NA	NA	98.7	98.6	90.4	89.3
Ethnicity												
Asian/PI	91.7	92.7	75.2	75.5	74.7	82.4	47.6	35.7	98.2	98.9	91.3	91.0
Hispanic	86.6	89.8	73.9	76.6	88.3	87.5	35.6	36.1	98.8	98.9	88.6	89.0
Black	88.1	90.5	74.6	77.1	84.8	83.6	37.2	38.7	98.3	98.0	87.0	88.8
White	93.5	94.2	77.8	80.1	89.7	89.5	44.2	42.4	98.3	98.0	91.8	91.3
Am. Indian	90.3	86.5	74.0	74.3	97.6	95.8	51.5	49.3	98.7	98.7	83.8	84.6
Refused/Missing[i]	28.5	33.2	22.2	31.1	55.9	61.5	23.5	25.0	97.9	97.8	95.7	91.3

[a] 12th-grade cognitive test coverage rate for each student who completed a questionnaire.

[b] Alternative completers could have completed either a student or dropout questionnaire, depending on status during data collection. 350 alternative sample members completed a student questionnaire, and 457 completed a dropout questionnaire.

[c] 12th-grade cognitive test coverage rate for each dropout who completed a questionnaire.

[d] Second follow-up school questionnaire coverage rate for each student who completed a questionnaire and was enrolled in an eligible contextual school.

[e] Second follow-up teacher questionnaire coverage rate for each student who completed a questionnaire and was enrolled in either a mathematics or science class.

[f] 565 unlocatable cases were assumed to be eligible students for the purposes of calculating student completion rate, and are included in the total of 18,209.

[g] Refers to the second follow-up school.

[h] Not Applicable--Completion rates by school type, urbanicity, and region are calculated based on the school a student attended in the second follow-up. Because dropouts are not linked to schools on the public use magnetic tape, it is not possible to calculate combined student and dropout completion rates for these subgroups.

[i] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample members who did not participate in the second follow-up.

Table 4.11-2 NELS:88 second follow-up completion rates for base year-first follow-up panel participants by selected characteristics[a]

	Student questionnaire (BY, F1 and F2) Completion rates		School questionnaire[b] (BY, F1 and F2) Completion rates		School questionnaire[c] (BY and/or F2) Completion rates		Teacher questionnaire[d] (BY, F1 and F2) Completion rates		Teacher questionnaire[e] (BY and/or F2) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	95.7	96.1	95.5	95.6	99.9	99.8	79.8	80.0	99.7	99.7
Participated	14,674[f]		13,182		13,762		7,818		9,741	
Selected	15,269		13,783		13,783		9,774		9,774	
School type[g]										
Public	95.4	95.8	95.8	95.7	99.9	99.8	80.8	81.4	99.7	99.7
Catholic	98.2	97.3	94.3	94.8	100.0	100.0	72.0	70.6	99.5	99.1
Other private	97.5	97.1	93.5	95.8	100.0	100.0	76.4	77.6	99.7	99.8
Urbanicity[g]										
Urban	94.4	96.4	93.7	94.7	100.0	100.0	73.8	75.5	99.4	99.6
Suburban	96.2	96.1	94.4	94.3	100.0	100.0	79.4	79.5	99.7	99.6
Rural	95.8	95.9	98.4	98.2	99.7	99.5	85.0	84.8	99.8	99.8
Region[g]										
Northeast	95.2	95.5	94.9	94.6	100.0	100.0	74.2	71.8	99.3	99.2
South	95.8	96.2	95.6	95.9	100.0	100.0	82.7	84.8	99.9	99.9
Midwest	96.2	96.5	97.5	97.8	100.0	100.0	84.0	84.5	99.9	99.9
West	95.5	96.0	93.1	93.2	99.4	99.2	75.4	73.9	99.5	99.4
Ethnicity										
Asian/PI	94.9	95.8	90.2	93.9	99.9	99.9	75.2	75.1	99.7	99.5
Hispanic	94.2	95.8	89.8	91.3	100.0	99.9	68.9	71.0	99.3	99.4
Black	94.3	95.0	95.1	95.3	100.0	100.0	73.1	76.9	99.5	99.7
White	96.2	96.4	96.5	96.5	99.9	99.8	82.5	82.3	99.8	99.7
Am. Indian	93.8	90.9	97.6	97.3	100.0	100.0	68.5	73.3	98.5	98.7
Refused/Missing[h]	74.2	72.7	100.0	100.0	100.0	100.0	96.4	75.0	100.0	100.0
Minority Schools[g]										
Schools with more than 19% minority students	92.5	96.3	90.7	90.0	100.0	100.0	63.5	62.9	99.3	99.2
Schools with less than or equal to 19% minority students	96.0	94.4	96.0	96.2	99.9	99.8	81.1	81.5	99.7	99.7

[a] These panel completion rates are the proportion of base year-first follow-up completers for whom a second follow-up questionnaire was completed but excludes base year nonparticipants. Refer to section 4.3.7 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for information on alternative approaches to calculating panel completion rates.

[b] School questionnaire coverage rate for each student who has completed a BY, F1 and F2 student questionnaire.

[c] School questionnaire coverage rate for each student who has completed a BY and/or F2 student questionnaire.

[d] Teacher questionnaire coverage rate for each student who has completed a BY, F1 and F2 student questionnaire.

[e] Teacher questionnaire coverage rate for each student who has completed a BY and/or F2 student questionnaire.

[f] Panel *students* only.

[g] Refers to 8th-grade schools.

[h] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to student nonparticipants.

V. Data Control and Preparation

This chapter describes the procedures used to control teacher data before transforming responses from second follow-up questionnaires into a data file. Several procedures were implemented to prepare these documents for data capture, including monitoring the receipt of completed questionnaires, editing completed questionnaires, retrieving missing data, and preparing the documents for archival storage. Data preparation activities spanned the entire length of the NELS:88 second follow-up teacher survey, beginning with tracing and securing school cooperation, through monitoring and machine editing, and ending with the preparation of public use data files.

5.1 Monitoring and Receipt Control Procedures

Questionnaire data were tracked and receipted for all respondent populations. Once a teacher questionnaire was returned by a respondent, the completion status of the questionnaire for that teacher was entered into the microcomputer based Survey Management System (SMS). The database identified the status of each teacher questionnaire in the sample and stored the date that data for each respondent was received.

5.2 In-house Editing and Data Retrieval

Editing was conducted to review completed questionnaires, to identify problems requiring policy decisions, and to prepare the questionnaires for data entry. After each questionnaire was logged into the SMS, it was edited for missing critical items. Critical items were questions judged as having important policy relevance. A complete listing of critical items appears in Appendix F.

Critical items were retrieved for questionnaires in which responses to one or more of the critical items were missing, illegible, or contained multiple codes when only one was required. Interviewers called respondents and attempted to elicit a response to the missing critical item(s). If an error could not be resolved in this way, then the appropriate code was assigned to the question to indicate missing, multiple, or refused responses.

5.3 Data Capture and Archival Storage

Data entry for the teacher questionnaires was performed through an optical mark reading procedure by Questar Data Systems, Inc. All teacher questionnaires were photographed onto microfilm. After the questionnaires were scanned, the booklets were microfilmed and then destroyed. The rolls of microfilmed questionnaires were returned to NORC for archival storage.

VI. Data Processing of the Teacher Questionnaires

Data processing activities spanned the entire length of the NELS:88 second follow-up teacher survey, beginning with tracing and securing school cooperation, development of the teacher sample, through receipt control and machine editing, and ending with the preparation of public and privileged use data files and user's documentation. This chapter describes the post-conversion steps taken to ensure that coded responses to the second follow-up teacher questionnaire are valid and consistent.

6.1 Machine Editing and Data File Preparation

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

The teacher data were optically scanned and detection of out-of-range codes was completed. The data were converted to machine-readable form, and a raw data tape was generated. Sequences of logical machine edits and visual inspection of the output included: resolving inconsistencies between filter and dependent questions, supplying the appropriate missing data codes for questions left blank, detecting illegal codes and converting them to missing data codes and investigating inconsistencies or contradictions in the data. Frequencies and crosstabulations for each variable were inspected before and after these steps to verify the accuracy and appropriateness of the automated machine editing processes.

Inconsistencies between filter and dependent questions were resolved in the machine editing process. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were superfluous. For instance, respondents sometimes indicated "no" to a filter question and then continued to answer "no" to subsequent dependent items. When a filter question indicated that subsequent questions(s) should have been skipped, the subsequent dependent questions were set to a value of legitimate skip, except for one situation. In the exception, if the dependent questions were answered in a manner that was inconsistent with the filter but consistent within the dependent items, the filter was back edited (changed) and made consistent with the dependent responses. If a multiple response, or if no answer was given to a filter question, the question was assigned the appropriate reserved code ("6" or "8," see below) and all subsequent questions that might have been skipped were processed as if the respondent should have answered them.

The frequency with which responses were recoded to legitimate skip for each skip pattern was closely monitored. Frequency distributions of responses before and after editing were inspected. All filter questions and their respective dependent items were displayed in crosstabulations so that staff could verify the accuracy of the recoding.

After improperly answered questions were converted to blanks, the teacher data were passed through a second step in the editing program that supplied the appropriate reserved codes to fill blank fields. Where a value was not provided by the respondent, a reserved code fills the field. The reserved electronic codes and their meanings are:

6=MULTIPLE RESPONSE
7=REFUSAL
8=MISSING
9=LEGITIMATE SKIP

If the field is longer than one column, the right-hand column contains one of the above codes and the rest of the columns are filled with "9"s. Items with unusually high nonresponse or multiple responses were checked by verifying the data in the questionnaire on microfilm.

The conventions used to assign SAS and SPSS-X variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave in which they are created and the question number. A similar system was developed for NELS:88. For example, the variable name F2T2_9A refers to the second follow-up ("F2") teacher survey ("T"), part 2 ("2_"), question 9, part A ("9A"). When possible, the symbol "_" is used within the teacher survey variable names to separate the questionnaire part number from the question number. A user might otherwise incorrectly interpret the variable name as referencing question 29A, rather than part 2, question 9A.

6.2 CD-ROM Electronic Codebook

An electronic codebook (ECB) permits PC users to interact with all of the features of a conventional hardcopy codebook and its accompanying documentation. In a very large, complex survey such as NELS:88 with multiple highly elaborated codebook text files, the Compact Disc (CD) medium provides the necessary capacity to carry a tremendous amount of data in a very compact and convenient form. CD-ROM is a form that can be copied to and read by a microcomputer. The information on CD-ROM is "Read-Only." This feature protects the data on the disk from accidental alterations, such as a user unintentionally writing over the encoded information.

In addition to numerous hardcopy codebooks that accompany magnetic tape releases on NELS:88, ECBs are also now available to users. These permit users to search for variables based on key words and names. The ECB displays question text and frequencies for each variable in order to assist users in deciding which data elements may be useful in planned analyses. The ECB is also a tool for selecting variables for subsequent analysis, writing SAS or SPSS-PC code for file construction of the designated variables, and even generating a codebook of the chosen set of variables.

More detailed information on the features of the NELS:88 ECBs and the survey waves and components for which ECBs are available appears in Chapter VII.

VII. Guide to the Data Files, Documentation and CD-ROM Electronic Codebooks

Fourteen NELS:88 study components are now available on magnetic tape or CD-ROM (Compact Disc Read-Only Memory) format. Magnetic tape and CD-ROM releases of the NELS:88 data contain files that are specific to one survey wave and one component, such as the second follow-up student component data. Table 7-1 displays these NELS:88 products, by study component and by survey year.

The student and dropout data sets are the central units of analysis in NELS:88. Each of the student data files may be examined as an independent entity or may be combined for observation of the maturation of the original student cohort over time. The student and dropout data files released in the second follow-up of NELS:88 may be combined with data from second follow-up surveys of parents, teachers and school administrators. The most powerful analyses are possible when students are viewed in the context of these fundamental influences across the four-year time frame that is now available. The NELS:88 files are designed to be merged and used to examine how differing student outcomes are related to various structural patterns, as measured by parental, teacher and other school influences, and/or the ways in which these change over time.

The contextual data files are dependent upon and subsidiary to the student and dropout files in NELS:88. **The contextual data files are not stand-alone samples**. The only exception is the base year school file, which is representative of eighth-grade American schools and their principals in 1988. For example, the second follow-up teacher survey is *not* a representative sample of American teachers, but rather is a sample of selected math and science teachers of the student cohort. Therefore, inferences from the teacher data file cannot be legitimately made if these data are viewed in isolation from the student files.

Several types of student sample members are included in the files; therefore, the user must take care to select the correct set. Among the types of sample members in the student data set are: 1) students who were added in the first or second follow-ups to freshen the sample; 2) sample members who have participated in one, two or all three waves of the survey; and 3) Base Year Ineligible sample members who were found to be eligible and subsequently included in the first and second follow-up surveys of NELS:88.[1] Eight analytic populations, both cross-sectional and longitudinal, are now represented in the NELS:88 student sample. Different research questions apply to different student populations. In order to choose the correct NELS:88 student sample and produce accurate results, analysts must use the proper sample identification and questionnaire availability indicators as well as the correct statistical weight.

Section 7.1 introduces the reader to statistical software packages that can be used with the NELS:88 data sets and the importance of sample indicators and statistical weights in the production of accurate results. Section 7.2 includes a complete description of the content and organization of the second follow-up teacher data files. Finally, section 7.3 offers an explanation of the hardcopy codebook and an introduction to the electronic codebooks.

[1] Note however that the sample of reclassified Base Year Ineligibles (i.e., those found to be eligible in the first follow-up and second follow-up rounds) had not been released for analyses prior to the second follow-up.

7.1 Basics for Analyses: Second Follow-Up Questionnaire and Sample Indicators

The method for naming variables in NELS:88 follows a few simple patterns. "F2" refers to the second follow-up, "F1" refers to the first follow-up, and "BY" refers to the base year. An "F2" in the prefix means that the variable has been created in the second follow-up for second follow-up sample

Table 7-1
NELS:88 components and survey waves for which both magnetic tape and CD-ROM products are available

	Available	Number of Variables on Public Use Version
Base Year		
Student	Yes	411
Dropout	Not Applicable[a]	Not Applicable[a]
School	Yes	212
Teacher	Yes	239
Parent	Yes	332
Transcript	Collected in Second Follow-Up[c]	Collected in Second Follow-Up[c]
First Follow-Up		
Student	Yes	695
Dropout	Yes	562
School	Yes	834
Teacher	Yes	463
Parent	Not Collected[b]	Not Collected[b]
Transcript	Collected in Second Follow-Up[c]	Collected in Second Follow-Up[c]
Second Follow-Up		
Student	Yes	796
Dropout	Yes	574
School	Yes	429
Teacher	Yes	421
Parent	Yes	424
Transcript	Yes	---[c]

[a] Since by definition dropouts could only be identified and studied after the initial round of the survey, there is no base year dropout component.

[b] The parent component was only conducted during the base year and second follow-up.

[c] Transcripts collected during the second follow-up span the entire high school career. The transcript data are available in restricted use form only. The restricted use transcript file includes 236 student-level variables and 251 course-level variables.

members. This is an important distinction since some variables that measure the same concept have been created for data sets in more than one round of the survey. In addition, if new information becomes available--for example, for students who have not heretofore participated in NELS:88--certain classification variables are revised to reflect this new information. The more recent the creation of a composite, the more likely that it contains the most accurate values.

Variable names designated for the second follow-up teacher files begin with "F2T" (second follow-up teacher) and indicate the part (1, 2, 3 or 4) of the questionnaire, as well as the question number within that part. For example, F2T3_10C, is question 10C from part 3 of the teacher questionnaire. The delimiter "_" separates the part number from the questionnaire item number. Exceptions to this naming convention are the four variables in the identification section: STU_ID (student ID), F2TCH_ID, F2SUBJCT, and F2CLS_ID (see section 7.2.1 below for more information on these key variables).

The procedures recommended for analysis of NELS:88 data with SAS or SPSS-X are outlined in Appendix D. Both the magnetic data tape releases and the CD-ROM media include files that contain the appropriate control cards for each of these statistical packages. Analysts who wish to create an SPSS-X system file from a SAS system file (or vice-versa) can do so and should seek support from their own computer support in order to obtain the necessary information.

Questionnaire Indicators and Statistical Weight. One of the first steps to take before running statistical analyses is to select the proper participation flags and weights. Relevant flags and weights are found on all component files: student, dropout, school, teacher, and parent files. NELS:88 data files are designed to be used as weighted data sets in all analyses, with teacher data designed to be linked to the student file. The complexity of the sample design of NELS:88 virtually ensures inaccurate results if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can be avoided by using the weights provided to analyze specific subsets of the sample. Sampling weights are discussed in detail in Chapter III.[2]

When the user combines a sample indicator with the appropriate weight, population estimates are produced. In order to accommodate contextual analyses, a special indicator for selection of the contextual sample, F2CXTFLG, has been constructed. It is the partner to the cross-sectional statistical weight that has been constructed for the contextual sample, F2CXTWT, and the two variables, both of which are included on the teacher file, should be used together. The teacher flag, F2TEQFLG, identifies the students in the contextual sample for whom teacher data are available on the second follow-up teacher file.

F2CXTFLG use for identifying sample members enrolled in an eligible contextual school (included in the school administrator and teacher components) and sample members in these schools who were also student participants.

0 = Sample member is not a member of the contextual components sample

1 = Sample member is a member of the contextual components sample and completed a second follow-up student questionnaire

[2] Four student statistical weights have been created in the second follow-up (a parent survey weight and three transcript weights have also been created).

2 = Sample member is a member of the contextual components sample but did not complete a second follow-up student questionnaire

F2CXTWT use for producing weighted student contextual component statistics, in conjunction with either cross-sectional or longitudinal student analyses that also involve school administrator and/or teacher data.[3]

F2TEQFLG The teacher file includes student participants in the contextual sample regardless of whether or not the student received a teacher report. F2TEQFLG allows analysts to select the students on the file for whom teacher data are available. The values of F2TEQFLG are:

0 = The student was eligible for a teacher report, but student's teacher did not complete a teacher report for that student

1 = A teacher report is available for the student on the teacher file

2 = The student was not eligible for the teacher survey because the student was not enrolled in a mathematics or science course

Additionally, Figure 3-1 in Chapter III illustrates the status of NELS:88 longitudinal sample members from 1988 to 1992 and includes the numbers of these sample members for whom teacher data is available in the second follow-up.

Longitudinal Analyses with Teacher Data. Although F2CXTWT can be used for cross-sectional analyses of second follow-up teacher data with the student data, a contextual panel weight has not been constructed for NELS:88. In instances where there is an analyzable population of interest for which no specific weight has been produced, some existing weights may provide reasonable approximations. Refer to Chapter III for a complete discussion of F2CXTWT and the other NELS:88 second follow-up weights.

7.2 Content and Organization of the Teacher Public Use Data File

The teacher public use data file consists of 15,695 records. There is one record for each student-teacher-subject combination. Records for student nonparticipants are not included on the second follow-up teacher data file. Variables on the data records that are drawn from the teacher questionnaire are ordered in the same sequence as they appear in the printed questionnaires. Appendix E contains a copy of the second follow-up teacher questionnaire. The questionnaire information and respondent results are also replicated in the hardcopy codebook that is displayed in Appendix I. The record layout that appears in Appendix H shows the order of the data elements in each record. Each item is referred to by its SAS (SPSS-X) variable name as defined in the control cards provided with the data file.

Four files are provided for the second follow-up teacher component. They are:

---

[3] Analyses that use 1992 teacher data with 1988 eighth graders in 1992 or with 1990 tenth graders in 1992 could utilize F2CXTWT to obtain an approximate estimate. Analysts may want to compare results from this weight with those produced by alternative approximations generated by the transcript panel weights.

1. The second follow-up raw teacher data file with the following segments arranged in the indicated order:

   a. Identification Information (positions 1-19)
   b. Student Information from Part I of the questionnaire (positions 20-46)
   c. Class Information from Part II of the questionnaire (positions 47-173)
      i. Ratings common to all subject areas from Part II of the questionnaire (positions 47-94)
      ii. Subject specific class ratings from Part II of the questionnaire (positions 95-173)
   d. Teacher Background and Activities Information from Part III of the questionnaire (positions 174-292)
   e. School climate information from Part IV of the questionnaire (positions 293-465)
   f. Constructed weights, flags, and composite variables including F2CXTWT, F2CXTFLG, and F2TEQFLG (positions 466-478)

2. SPSS-X control cards

3. SAS control cards

4. SAS system file

7.2.1 Identification Codes

The first variable on all of the raw data files, STU_ID, is a unique seven-digit student identification code. This number remains with the student or dropout throughout NELS:88. To link student records across two or more waves of the survey (1988, 1990, and 1992) or between survey components (student, dropout, teacher, school, parent, and transcript), analysts should use STU_ID.

The student ID code consists of a five-digit base year school ID followed by a two-digit student code. Though both sets of numbers were randomly assigned to maintain confidentiality, the IDs contain embedded linking, stratum and PSU information.[4] Students added to the first or second follow-ups through freshening were linked to a core sample member. The base year school ID of the linked student was used as the root of the added student's ID. Thus, in all cases, the student ID links the students and dropouts to a base year school.

On the second follow-up public use teacher file, the seven-digit student identification number (STU_ID) is followed by three additional identifiers:

F2TCH_ID F2TCH_ID is a four-digit sequential identification code for the second follow-up teacher respondents. F2TCH_ID allows analysts to identify which students with teacher data were instructed by the same teachers. A school identification code was imbedded in the first follow-up teacher identification code and a separate school ID is included on second follow-up restricted use teacher file. However,

[4] Analysts who are employing variance estimation software should note that the student ID reflects the NELS:88 sampling plan in the following way: the left-most two digits of the ID represent the stratum identification number for the case; the middle three digits are the primary sampling unit (PSU) for the school; and the last two digits identify the student uniquely within the stratum and PSU.

in order to maintain confidentiality, a school ID number is *not* included on the second follow-up public use teacher file.

F2SUBJCT F2SUBJCT is a one-digit code which indicates the subject area of a student's teacher report. The value 'M' indicates that the teacher instructed the student in a mathematics class and that the student's teacher was asked to complete the questions about the student's mathematics course 'S' indicates that the teacher instructed the student in a science course and that the student's teacher was asked to complete the questions about the student's science course. Of the teachers who reported on more than one NELS:88 student, a small percentage of them reported on different students in different subject areas. For these teachers, the value of F2SUBJCT on a student-teacher record is still determined by the subject area in which the teacher instructed that student.

F2CLS_ID F2CLS_ID is a two-digit code which allows analysts to identify which students instructed by the same teacher were enrolled in the same class. The teacher data are organized as one record per student which contains the teacher's report on the student, the course data for the student, and the information on the teacher' background and school characteristics for the student. About 25 percent of teachers instructed more than one student eligible for the teacher survey. If, for example, a teacher instructed two NELS:88 students in one class and two different students in another class, F2CLS_ID would indicate which students were enrolled in the first versus the second class.

Values 91 and 92 of F2CLS_ID identify seven students for whom a teacher report was collected; however, the class information section, part 2 of the questionnaire, was missing for these students. Value 91 indicates that the student's teacher report was from a mathematics teacher despite the missing class information section, and value 92 indicates that the student's teacher report was from a science teacher despite the missing class information section.

7.2.2 The Teacher Public Use File Record Layout

The logical record length, block size and record layout for the second follow-up teacher component data file is in Appendix H. The layout shows how variables are ordered within the records for each student record on the file. Items taken from the hardcopy questionnaire appear on each data record in the same order as they appear in the second follow-up teacher questionnaire contained in Appendix E.

The variables in the record layouts are identified by the SAS and SPSS-X variable names that have been designated for each data element. No more than eight characters may comprise a SAS or SPSS-X variable name. The first two characters of the variable names from the parent questionnaire indicate the survey wave in which the variable was created. Thus, BY in the prefix of the variable name indicates a base year questionnaire item, while F2 in the prefix of the name refers to the second follow-up. The third character in the variable name represents the NELS:88 component, with "T" for the teacher component, "S" for student, "D" for dropout, "C" for the school component, and so on. F2T refers to the second follow-up teacher questionnaire as the source document for the second follow-up teacher survey. "F2T" is followed by the section number of the questionnaire from which an item is taken. The naming scheme for items that report teacher responses is completed by the suffix of the

variable name, which consists of the question number and part. For example, F2T4_4A is question 4, part A from the fourth section (teacher background) of the second follow-up teacher questionnaire.

7.2.3 A Note about the Teacher Data File and Codebook

The teacher data file is structured at the level of student-teacher pairs. The objective of the teacher survey was to obtain a teacher report for each student eligible for the teacher survey. The frequencies displayed in the codebook represent distributions of student-teacher pairs. Each student-teacher record contains the student ID number, the teacher's rating of the student, the class information about the course in which the teacher instructed the student, and the teacher's report on the school climate and the teacher's background. If users choose to organize results at the course-level or at the teacher-level, then the resulting Ns will consequently be different from those that are shown in the NELS:88 codebooks. **Analysts should be aware that the teacher data organized at the level of courses or at the level of teachers do not constitute valid, stand-alone probability samples.**

Because the student sample members constitute the basic unit of analysis in the NELS:88 study design, a number of special considerations need to be taken when analyzing the teacher data. In this section considerations for teacher file usage are listed for the base year, first follow-up, and second follow-up teacher surveys. Table 7.2.2-1 highlights some key differences between the teacher surveys in the three rounds of NELS:88.

Special Considerations for Base Year Teacher File.

- The base year teacher file is made up of individual student-teacher records. Each record includes a teacher's rating of a student, the class information for the course in which the teacher instructed the student, and the teacher's report on the teacher's background and on the school characteristics.

- Although the base year teacher file is constructed at the level of student-teacher pairs, class-level and teacher-level data sets can be created using SAS and SPSS-X cards provided with the teacher data file. Refer to section 1.1.3 of the *Base Year: Teacher Component Data File User's Manual* for additional information about creating these data sets.

- Over 95 percent of students were eligible for two teacher ratings because they were enrolled in both courses in their assigned combination of subject areas. The student is the appropriate unit of analysis for use with the teacher data. For students with ratings from two teachers, analysts may need to create two sets of variables, one set for the first student-teacher record and one set for the second student-teacher record.

- Because class information pertains to one of four different subject areas for each teacher-student record on the teacher file, analyses using BY2_17 to BY2_29 require sorting the sample by subject area as indicated by the variable, SUBJECT.

Table 7.2.2-1 NELS:88 Base year, first follow-up, and second follow-up teacher data files: key similarities and differences

	Teachers per student	Level of data presentation	Subject combinations	Subject substitutions	Term of teacher selected	Key linking variables
Base Year	up to 2 teachers per student and no more than one teacher per subject area	one record per teacher-student pair: up to two records for each student	random assignment to math-English, math-social studies, science-English, science-social studies	none	spring term	STU_ID, SCH_ID, SUBJECT, TEACH, CLASS
First Follow-Up	up to 2 teachers per student	teacher-student pairs	Each student's base year subject combination (math-English, math-social studies, science-English, science-social studies) was implemented when possible; other subject combinations sometimes occurred.	If student not enrolled in one or both base year subjects, then up to two substitutions used.	spring term	STU_ID, TCH_ID, F1SCH_ID, F1SUBJCT, CLS_ID
Second Follow-Up	up to 1 teacher per student	teacher-student pairs	math or science only, depending on student's base year subject area combination	none	mostly fall term to articulate with student data collection in early 1992	STU_ID, F2TCH_ID, F2SUBJCT, F2CLS_ID

Special Considerations for First Follow-Up Teacher File.

- The appropriate level of analysis is the student. Unlike the base year teacher file, SAS and SPSS-X cards which facilitate creation of course-level and teacher-level data sets have not been provided. These data sets can still be constructed by using CLS_ID and TCH_ID. Users are advised that teacher and course-level data sets do not constitute valid, stand-alone probability samples.

- Eighty-nine percent of students received two teacher ratings in the first follow-up. When possible the teacher reports were collected in the same subject combination that was used for the student in the base year. If a student was not enrolled in both base year subjects, then up to two subject substitutions were implemented for the student. The results is that a total of ten different subject area combinations appear on the first follow-up teacher file. Refer to section 3.2 in the *First Follow-Up: Teacher Component Data File User's Manual* for the substitution rules and a list of the ten combinations subject areas.

- For the 89 percent of students who received two first follow-up teacher ratings, analysts may need to create two sets of variables, one for the first teacher and one for the second teacher.

- Unlike base year nomenclature, the first follow-up variable names in the class information section of the questionnaire indicate when a question about the teacher's course is subject specific. For example, the 'E' in F1T2E19A indicates that the teacher reported on a NELS:88 student in an English class and that this question applies to that English class.

- Students who were freshened in the first follow-up were assigned the same base year subject area combination as their linked partner, and if they were not enrolled in one or both of the assigned subject areas, subject areas were substituted for them using the same substitution rules that were used for all first follow-up students.

- Teacher frequencies in the *First Follow-Up Teacher Component Data File User's Manual* were generated at the student level using the student weight and multiple teacher reports per student. Teacher frequencies in the *Base Year Teacher Component Data File User's Manual* were generated at the teacher level (in addition to the student and course levels); hence, weighted percents were not reported. For the combined base year, first follow-up, and second follow-up electronic codebook, the NELS:88 base year procedure--which does not utilize the student weight to produce teacher item response category percents--was consistently employed for the presentation of the 1988 to 1992 rounds.

Special Considerations for Second Follow-Up Teacher File.

- Only one teacher report was collected for each student enrolled in either a mathematics or a science class. For students who were enrolled in both mathematics and science, either mathematics or science was selected to provide maximum comparability with the student's selected subject combination in the base year. No additional subject substitutions were implemented.

- To avoid collecting data from twelfth graders near the end of their senior year when they were more likely to disengage from their high school careers, most in-school data

collection sessions were scheduled for January through March of 1992. To ensure that the collection of teacher reports occurred close to student data collection and administration of cognitive tests, teacher data collection began in February 1992. The teacher questionnaire was collected from students' fall term teachers at schools with in-school data collection sessions through March, because the fall term teacher would have greater exposure to the student and be more able to provide a complete assessment of the student than the spring term teacher would have been able to provide. However, for the 8.1 percent of schools with in-school data collection sessions from April through June, the spring term teacher was surveyed.

- In the second follow-up, variables in the class information section of the survey instrument do not specify whether a question is for a teacher instructing a NELS:88 student(s) in a mathematics or science class. **Analyses involving F2T2_14 to F2T2_26, the subject-specific questions in the class information section, should be performed in conjunction with the variable F2SUBJCT which identifies the subject area of a student-teacher record.**

7.2.4 Packaged Statistical Programs

The procedures recommended for analyses of NELS:88 data with SAS are outlined in Appendix D. SPSS-X can also be used and both the magnetic data tape releases and the CD-ROM media include files that contain the appropriate control cards for each of these statistical packages. Analysts who wish to create an SPSS-X system file from a SAS system file (or vice-versa) can do so and should seek support from their own computer support facilities in order to obtain the necessary information.

7.3 Guide to the NELS:88 Codebooks

The codebooks that have been provided for each wave of the survey fully describe and assist interpretation of each of the variables on each of the data files. The codebooks summarize all key information for each data element, including:

- the variable name, question number and content;
- the tape position and format on the file for each variable;
- valid and/or missing responses to each item; and,
- the unweighted frequency counts, percents, and weighted percents for each response category.

Two related types of codebooks are provided for NELS:88--a hardcopy and an electronic codebook (ECB). Both forms of the codebook chronicle the details analysts need to interpret properly the results of each item: the exact wording of the question that was presented to the respondent, the distribution of all legitimate answers among survey participants, the location and type of data element for each variable on the file, as well as names and labels provided for use with statistical software. For some items the basic presentation is supplemented with additional notes about using the data. The first type of codebook is the hardcopy codebook included in the NELS:88 data user manuals. Hardcopy codebook displays are described and illustrated in section 7.3.1.

The second type of codebook is the NELS:88 electronic codebook (ECB). The electronic print files that are produced by the hardcopy codebook software are used as the foundation (the input files) for the ECB software. ECBs provide several advantages. First, the NELS:88 ECBs reside on CD-ROM (Compact Disc Read-Only Memory) and, given the right equipment and software, can be accessed by and copied to a user's personal computer. The NELS:88 data sets have also been released on CD-ROMs, a far more concentrated medium for archiving information than magnetic tapes. The PC mode is both more convenient and far less expensive than mainframe operations for most users. Second, ECBs permit users to scroll through the same variables and survey results found in all versions of the codebooks electronically. In addition, analysts interact with the ECB software to select only those data elements needed for the user's specific analyses. The result is a user-controlled subset of the variables that is fully equipped with the tools required for statistical analysis. The labor-intensive steps that were formerly required to accomplish these preliminary steps to analysis, such as typing in exact variable names, have been rendered obsolete by the ECB system. Additional information on ECBs is given in section 7.3.2.

7.3.1 Hardcopy Codebooks in NELS:88 Data User's Manuals

Both the hardcopy and the ECB versions of the NELS:88 codebooks contain the basic information available on each variable in the NELS:88 data sets. Therefore, even those readers who plan to use ECBs should be familiar with the material in this subsection in order to take full advantage of the ECB.

Figure 7-1 is an illustration of the information provided in the codebooks for each data element. Each portion of this example is numbered and explained below.

Figure 7-1
An entry in the teacher public use codebook

1) Question 4_6

2) Tape Pos. 303-303
3) Format: I1

4) F2T4_6 (5) EMPLOYMENT STATUS IN THIS SCHOOL/SYSTEM

6) What is your employment status in this school or school system?

7) RESPONSE	8) CODES	9) FREQ	PER- 10) CENT	WGTD 11) PCT
Regular full-time position.	1	8923	56.9%	97.8%
Regular part-time position	2	139	0.9%	2.0%
Substitute teacher	3	19	0.1%	0.2%
12) RESERVED CODES:				
No teacher quex		5842	37.2%	(MISS)
Missing	8	772	4.9%	(MISS)
Totals:		15695	100.0%	100.0%

Figure 7-1 (cont.)
An entry in the teacher public use codebook

Explanations:

1. Question number: The question number shown includes the teacher questionnaire part number and item number and is taken directly from the teacher questionnaires. Items such as the statistical weight have variable names that reflect their content.

2. Tape position: This item gives the starting and ending tape position of each variable on the data tape.

3. Variable format: This item indicates the type of variable, its width, and the number of positions following the implicit decimal point, if any.

4. SAS and SPSS-X variable name: Each variable in the data set is identified by a unique SAS and SPSS-X variable name. In the teacher component data sets, when space allows, the survey wave (F2) and the questionnaire part and item number are used in the variable name. Users should refer to the variable by its SAS (SPSS-X) variable name in any computing procedures, rather than by its question number.

5. SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as the variable label in the SAS (SPSS-X) data definition cards on the tapes or CD-ROM.

6. Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.

7. Response categories: This item provides either the original response categories in the case of questionnaire items or the recoded or constructed response categories for special variables such as a statistical weight. For display in the codebooks, continuous or very sensitive variables have been recoded to collapse all valid values into one or a few response categories. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.

8. Response codes: This item provides the actual numeric codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skips and so forth.

9. Frequency counts: This item shows the unweighted frequency counts for all records that were processed, including records that have missing data codes, legitimate skips, and so forth.

10. Unweighted percentage frequencies: This column displays the frequency counts of item F2T4_6 as percentages. All records that were processed are included.

Figure 7-1 (cont.)
An entry in the teacher public use codebook

11. Weighted percentage frequencies: This column displays percentages based on response counts weighted up to the relevant population. Cases with reserved code values are excluded from the computation.

12. Reserved codes: In this data set certain codes, termed "reserved codes" have been chosen to always stand for certain situations. These reserved codes and their interpretations are:

6=multiple response	more than one response where only one response was called for
7=refusal	respondent refused to answer an item or refused to resolve a multiple response where only one was called for, either at the time of questionnaire administration or during telephone follow-up.
8=missing data	data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data
9=legitimate skip	because of responses to preceding questions, data for this item should not be present for this respondent; that is, the value is legitimately missing

These reserved codes are the same as those used in the NLS-72 and HS&B surveys. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the left-most columns are filled with 9's (e.g., 96, 996, 9996).

Note that in the example shown in Figure 7-1, sample members who were in the contextual components sample but who were not enrolled in a mathematics or science course at the time of second follow-up data collection are shown on a separate line from other missing cases.

Finally, additional comments and notes may be included and displayed below the standard information in the codebooks described in Figure 7-1. These comments alert researchers to the potential for nonresponse bias, a relation to another similar variable or composite, a recoding of a continuous variable in order to improve the codebook presentation, or to recodes or suppressions of sensitive data for confidentiality purposes.

7.3.2 The NELS:88 Electronic Codebook System (ECB)

The electronic codebook combines the convenience, simplicity and cost efficiencies of personal computers (PCs) with CD-ROM technology. Thousands of NELS:88 variables, the extensive statistical software programs and commands that transform the data in analyses, and electronic versions of data user manuals reside on a single CD-ROM. All are accessible with the MS-DOS operating system and statistical and word processing software that the user is likely already accustomed to working with on his or her own PC; however, a user must already have access to PC-SAS or SPSS-PC. Virtually all steps that must be undertaken prior to actual analysis on the data files may now be conducted within the ECB.

The ECB software is designed to acquaint the user with the available survey measures and responses by means of on-line, fully documented codebooks. Users may browse through the documentation, searching on both variables names, labels, and question text to find items that are suitable for the research question at hand. The final version of the ECB includes weighted and unweighted frequency distributions. Users can move quickly in the ECB between questionnaire items, sample indicators, composite variables, or between components of the study and may select variables of interest, up to 255 variables per session. A window shows how many variables have been tagged at any one time. The process culls a set of variables, and only those variables, that are appropriate to the user's own research issue. Since variable names and labels are already in electronic form on the ECB, onerous tasks (such as typing in this information) that were formerly necessary are eliminated. The ECB permits users to write SAS-PC or SPSS-PC program code and/or command statements in order to construct system files of the selected variables. Finally, a print file of a codebook containing the frequencies for only the tagged items is another ECB option. The print file may subsequently be used to generate individualized hardcopy codebooks of the selected variables, providing a convenient reference during subsequent data analyses.

In order to use the new ECB technology, the following are required:

- a NELS:88 Compact Disc;
- a CD-ROM reader, used to read or copy the NELS:88 CD-ROM to a personal computer;
- an IBM-compatible personal computer (PC), minimally a 286 system;
- up to 10 Mb space on the PC for the full ECB system; and,[5]
- a substantial amount of space for the data files. Although up to 165 Mb is required for all publicly-available base year, first follow-up and second follow-up data sets, it is not necessary to copy and/or analyze all of these files simultaneously.

The NELS:88 Compact Disc includes installation procedures, programs and files required by the codebook system, the raw data files and data user manuals (in WordPerfect format).

Different Versions of the ECBs. Table 7.3.2-1 lists three versions of the NELS:88 ECBs that have been created for NELS:88.

The base year school sample is representative of all schools in the nation enrolling eighth graders in 1988. On the first follow-up ECB which includes base year files, information reflecting these schools has been released at two levels of analysis: aggregated at the level of the school (one record for each school), as well as distributed at the level of the students who attended those schools (one record for each such student). However, the second follow-up ECB only includes the base year school data at the level of the student.

The 1994 release of the first follow-up data contains minor adjustments to the cases that are included on the files. For example, sample members found to have been sampled into the study in error

[5] Space requirements will vary by the ECB component that is selected, the number of variables that may be chosen for generation of a hardcopy codebook, and by the statistical package used by the researcher.

have been deleted, and base year ineligible students found to be eligible in the first or second follow-up have been added. A few of the first follow-up variables have also been updated for the second follow-up release of the first follow-up data. Such adjustments are possible in longitudinal studies as new information becomes available or technical advancements become feasible.

Although Table 7.3.2-1 includes both the interim and final versions of the second follow-up CD-ROM, this manual primarily discusses the contents of the final version of the second follow-up CD-ROM. The final second follow-up ECB encompasses thirteen of the major component files through the second follow-up of NELS:88. (The fourteenth major component dataset, the transcript files, appears on the final restricted-use CD-ROM that is not in the ECB format.) Cognitive test variables on all three waves of the survey have been refined and the first follow-up cases have been enhanced by the deletion of ineligibles and the addition of survey-eligible BYI sample members. Both the restricted use and public use CD-ROMs display a weighted and an unweighted frequency window.

Table 7.3.2-1
Three versions of the NELS:88 electronic codebooks

ECB Version	Survey Waves and Components	User Version
First Follow-Up ECB	base year, first follow-up (all components)	public use only
Second Follow-Up Interim ECB	base year, first follow-up, and second follow-up, (student and dropout)	public use only
Second Follow-Up Final ECB	base year, updated first follow-up, and second follow-up (student, dropout, school, parent, and teacher)[6]	public use and restricted use

[6] The second follow-up restricted use CD-ROM contains an ASCII file of the student component cognitive test items; however, these items are not in the ECB format.

A number of restricted-use ASCII files are also available on a separate CD-ROM; these files are not in electronic codebook format. These files include 1) the transcript component data file, data file user's manual, and files of SAS and SPSS control cards for transcript data, 2) all first follow-up and second follow-up School Effectiveness Study data files and control cards, 3) the second follow-up early graduate student supplement, 4) the cognitive test item file which is also on the restricted use CD-ROM that contains the ECB, 5) the expanded sample file, and 6) selected zip code-level community contextual variables drawn from the 1990 Census files for NELS:88 schools. Contents of this CD-ROM are more fully described in the *NELS:88 Second Follow-Up Final Technical Report*.

Magnetic tape versions of the public use data can be ordered from the U.S. Department of Education, Information Technology Branch at (202) 219-1522. The NELS:88 public use data on ECB/CD-ROM, which includes documentation for the ECB, can be ordered by calling Peggy Quinn at (202) 219-1743. The ECB is a qualitative advance over older approaches to complex data sets. The ease with which the pre-analysis phase is handled by the ECB is expected to increase both the number and types of users drawn to the NELS:88 database and, consequently, the variety of research topics addressed. Additional development of the ECB concept is expected to add useful enhancements. Critiques and suggestions on the ECB, the hardcopy codebook and other elements of the NELS:88 data user manuals are welcome. Please address your comments to:

Peggy Quinn
U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics
555 New Jersey Avenue, N.W.
Room 410H
Washington D.C. 20208
Fax (202) 219-1728

NELS:88 restricted use data on magnetic tapes and on CD-ROM are available at no charge on a restricted loan basis to individuals and/or institutions that obtain an approved license agreement from NCES. To request a license agreement, the individual and/or institution must provide the following information:

- The title of the survey to which access is desired.
- A detailed discussion of the statistical research project that necessitates accessing the restricted NCES survey data.
- The name and title of the most senior official having the authority to bind the organization to the provisions of the license agreement.
- The name and title of the principal project officer who will oversee the daily operations.
- The number, name, and title of professional and technical staff who will access the survey data base. Each professional or technical staff member with access to the data is required to sign and have notarized an affidavit of nondisclosure.
- The estimated loan period necessary for accessing the NCES survey data base.

- The desired computer product specifications, such as medium (9-track tape, CD-ROM, PC diskette), code convention (ASCII, EBCDIC, SAS), etc.

To obtain further details and a license agreement form please write to:

Alan W. Moorehead
Data Security Officer
Statistical Standards and Methodology Division
U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics
555 New Jersey Avenue, N.W.
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Washington D.C. 20208
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APPENDICES

Appendix A

NELS:88-Related Data Files Available

from the National Center for Education Statistics

Studies and Files Related to NELS:88

In addition to the core sample and survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of NELS:88. In the base year survey, these included: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Reformed Christian schools that are members of the Christian Schools International Organization, funded by the Barnabas Foundation; and the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Research in the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students (CDS). The first follow-up wave of NELS:88 also included supplemental components: the state augmentations, continued from the base year; the School Effectiveness Study, supported by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES; and the Base Year Ineligible study (BYI), also sponsored by NCES. The second follow-up wave of NELS:88 included continuations of the base year and first follow-up state augmentations; the school effectiveness study; the continuation of the first follow-up Base Year Ineligibles study; and the continuation of the Christian schools supplement. These auxiliary data files greatly expand and enrich the analytic uses of the study.

In the base year, the NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements. The first follow-up School Effects Augmentation added some 6,400 students to the initial base year retained sample of 21,474 students. The second follow-up added over 1,300 SES students to replace students lost due to attrition (such as transfers and dropouts).

Data for the state augmentations and other supplements discussed below do not appear on the NCES public release files for NELS:88.

Christian Schools Supplement

A sample of Reformed Christian schools that are members of the Christian Schools International (CSI) Organization was drawn to supplement the NELS:88 base year school sample. The sample was selected from CSI schools with probability proportional to eighth-grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the in-school survey sessions held in their schools. Base year sample members and their parents were surveyed again in the second follow-up.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations in the base year by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

Three of the four states which augmented their samples in the base year continued to provide funds in the first follow-up for following and collecting data for the initial base year state augmentation samples which were retained in the first follow-up, and two states continued to sponsor instrument supplements in the first follow-up. The second follow-up continued the augmentation supplements in these two states.

Hopkins Enhancement Survey of NELS:88 Middle Grades Practices

The Survey of Middle Grades Practices enhanced the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Effective Schooling for Disadvantaged Students (CDS) of the Johns Hopkins University and the data collection was conducted by NORC. The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February 1989. The enhancement survey augmented the information in the base year school questionnaire with additional information on school organization, guidance and advisory periods, rewards and evaluations, curriculum and instructional practices, interdisciplinary teams of teachers, transitions and articulation practices, involvement of parents, and other practices recommended for middle grades reform.

Included in the enhancement survey was an alternative version of an item on classroom organization. This item from the Hopkins Enhancement Survey data was appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see base year school codebook, BYSC18, in the *NELS:88 Base Year: School Component Data File User's Manual*) was asked during the 1987-1988 school year, while the correction item was asked during, and references, the 1988-1989 school year.

Past Studies and Data Files Related to NELS:88 Available from NCES

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of interest to users of the NELS:88 data. These data sets are of special interest for researchers interested in cross-cohort comparisons between the sophomores of NELS:88 first follow-up (1990) and HS&B base year (1980), and, in the future, comparisons of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972.

In addition to the core surveys for HS&B and NLS-72, described in Chapter I, records studies were undertaken, including the collection of the high school transcripts[1] of the sophomore cohort and the collection of postsecondary education transcript[2] and financial aid data for the seniors. Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are

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[1] In addition to the HS&B and NELS:88 high school transcripts available from the NELS program, two other NCES high school transcript data sets are also available, from records studies of graduating seniors in NAEP schools: the 1987 and 1990 High School Transcript Studies.

[2] In addition to the NLS-72 and HS&B postsecondary transcripts files available within the NELS program, postsecondary transcripts are also available for 1985-86 and 1989-90 college graduates, through the NCES 1987 and 1991 Recent College Graduates Transcript Studies. Transcripts will also be collected for college graduates surveyed in 1994 as part of the NCES Baccalaureate and Beyond study.

described below. Users manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic capabilities of the core data sets, and researchers are encouraged to become familiar with them.

HS&B Base Year Files

The **Language File** contains information on each student who, during the base year, reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The **Parent File** contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education. The *NELS:88 Second Follow-Up: Parent Component Data File User's Manual* contains a crosswalk between the items included in the HS&B parent surveys and the NELS:88 base year and second follow-up parent surveys.

The **Twin and Sibling File** contains base year responses from sampled twins and triplets; data on non-sampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The **Sophomore Teacher File** contains responses from 14,103 teachers on 18,291 students from 616 schools. The **Senior Teacher File** contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The **Friends File** contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

Merged HS&B Base Year, First, Second, Third, and Fourth Follow-Up Files

The **First Follow-Up Sophomore File** contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The **First Follow-Up Senior File** contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The **Second Follow-Up Sophomore File** has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecondary

schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The **Second Follow-Up Senior File** encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The **Third Follow-Up Sophomore File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

The **Fourth Follow-Up Sophomore File** includes all base year, first, second, third, and fourth follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling, earnings, and periods of unemployment for this cohort, who by 1992 had been out of high school for ten years. HS&B fourth follow-up data are scheduled to be released in 1994.

Other HS&B Files

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The Offerings File contains school information, course offerings, data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The **Postsecondary Education Transcript File** for the HS&B seniors contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members

of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The **Postsecondary Education Transcript File** for the HS&B sophomores includes transcript data for over 6,000 members of the 1980 sophomore cohort who reported in the follow-up survey that they had attended a postsecondary institution. The data file created for this study includes detailed information about program enrollments, periods of study, fields of study pursued, specific courses taken, and credits earned. An updated transcript file is being prepared as part of the 1992 HS&B fourth follow-up.

The **Senior Financial Aid File** contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan Program and of the Pell Grant program.

The **Sophomore Financial Aid File** includes data on postsecondary financial aid experiences for 1980 sophomores who attended a postsecondary institution. Financial aid data were collected from federal records of the Guaranteed Student Loan and Pell Grant programs, and GSL disbursement data from guarantee agencies participating in the Guaranteed Student Loan program.

The **HS&B HEGIS and PSVD File** contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

NLS-72 Files

The **NLS-72 Base Year Through Fourth Follow-Up (1979) File** contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

The **NLS-72 Fifth Follow-Up File** consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the NLS-72 Base Year Through Fourth Follow-Up (1979).

The **NLS-72 Teacher Supplement File** contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the NLS-72 Fifth Follow-Up File and to the NLS-72 Base Year Through Fourth Follow-Up File.

The **Postsecondary Education Transcript Study of the NLS-72 Sample** contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all

members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance.)

Appendix B

National Center for Education Statistics,

Longitudinal and Household Studies Branch,

NELS:88 Publications

NCES NELS:88 Publications

ANALYSIS REPORTS.

Hafner, A., Ingels, S.J., Schneider, B., and Stevenson, D.L. ***A Profile of the American Eighth Grader***, June 1990; NCES 90-458.

Hoachlander, E.G. ***A Profile of Schools Attended by Eighth Graders in 1988***, September 1991; NCES 91-129.

Bradby, D. ***Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88***, February 1992; NCES 92-479.

Horn, L., and Hafner, A. ***A Profile of American Eighth-Grade Mathematics and Science Instruction***, June 1992; NCES 92-486.

Horn, L., and West, J. ***A Profile of Parents of Eighth Graders***, July 1992; NCES 92-488.

Kaufman, P., and Bradby, D. ***Characteristics of At-Risk Students in NELS:88***, August 1992; NCES 92-042.

McMillen, M. ***Eighth to Tenth Grade Dropouts***, 1992; NCES 92-006.

Owings, J., and Peng, S. ***Transitions Experienced by 1988 Eighth Graders***, 1992. NCES 92-023.

Green, P.J. ***High School Seniors Look to the Future, 1972 and 1992***, 1993; NCES 93-473.

McMillen, M., Hausken, E., Kaufman, P., Ingels, S., Dowd, K., Frankel, M. and Qian, J. ***Dropping Out of School: 1982 and 1992***, Issue Brief Series, 1993; NCES 93-901.

Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J. ***America's High School Sophomores: A Ten Year Comparison, 1980 - 1990***, 1993; NCES 93-087.

Green, P.J., Dugoni, B.L., Ingels, S.J., and Camburn, E. ***A Profile of the American High School Senior in 1992***, NCES, forthcoming, 1994; NCES 94-384.

Ingels, S.J., Plank, S.B., Schneider, B., and Scott, L.A. ***A Profile of the American High School Sophomore in 1990***, NCES, forthcoming, 1994.

Myers, D., and Heiser, N. ***Students' School Transition Patterns between Eighth and Tenth Grades Based on NELS:88***, forthcoming 1994; NCES 94-137.

Rasinski, K.A. ***The Effect of High School Vocational Education on Academic Achievement Gain and High School Persistence: Evidence from NELS:88***, 1994; Report to the Office of Research, U.S. Department of Education.

Rock, D.A., Owings, J.A., and Lee, R. ***Changes in Math Proficiency Between 8th and 10th Grades.*** Statistics in Brief series, 1994, NCES 93-455.

Scott, L.A., Rock, D.A., Pollack, J.M., and Ingels, S.J. ***Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders***, NCES, forthcoming, 1994.

RELEASED E.D. TABULATIONS.

Rasinski, K.A., and West, J. ***NELS:88: Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics***, July 1990; NCES 90-459.

Rock, D.A., Pollack, J.M., and Hafner, A. ***The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth-Grade Class***, April 1991; NCES 91-460.

USER'S MANUALS/TECHNICAL REPORTS/METHODOLOGY MONOGRAPHS.

Ingels, S.J., et al. ***NELS:88 Base Year Field Test Report***. 1987. Chicago: NORC. ERIC ED 289-897.

Ingels, S.J., Abraham, S., Rasinski, K.A., Karr, R., Spencer, B.D., and Frankel, M.R. ***NELS:88 Base Year Data File User's Manuals***:

STUDENT COMPONENT: March 1990; NCES 90-464
PARENT COMPONENT: March 1990; NCES 90-466
SCHOOL COMPONENT: March 1990; NCES 90-482
TEACHER COMPONENT: March 1990; NCES 90-484

Ingels, S.J., Rasinski, K.A., Frankel, M.R., Spencer, B.D., and Buckley, P. ***NELS:88 Base Year Final Technical Report***, 1990; Chicago: NORC.

Spencer, B.D., Frankel, M.R., Ingels, S.J., Rasinski, K.A., and Tourangeau, R. ***NELS:88 Base Year Sample Design Report***, August 1990; NCES 90-463.

Dowd, K.L., et al. ***NELS:88 Second Follow-Up Field Test Report***. 1991. Chicago: NORC. ERIC ED 335-418.

Rock, D.A., and Pollack, J.M. ***Psychometric Report for the NELS:88 Base Year Test Battery***, April 1991; NCES 91-468.

Kaufman, P., Rasinski, K.A., Lee, R., and West, J. ***Quality of Responses of Eighth-Grade Students to the NELS:88 Base Year Questionnaire***, September 1991; NCES 91-487.

Ingels, S.J., Scott, L.A., Lindmark, J.T., Frankel, M.R., and Myers, S.L. ***NELS:88 First Follow-Up Data File User's Manuals***:

STUDENT COMPONENT: April 1992; NCES 92-030
SCHOOL COMPONENT: May 1992; NCES 92-084
DROPOUT COMPONENT: November 1992; NCES 92-083
TEACHER COMPONENT: November 1992; NCES 92-085

Pieper, D., and Scott, L.A. ***User's Guide to the NELS:88 Base Year/First Follow-Up Electronic Codebook,*** March 1993; Chicago: NORC.

Ingels, S.J., Scott, L.A., Rock, D.A., Pollack, J.M., Rasinski, K.A. ***NELS:88 First Follow-Up Final Technical Report,*** forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., Dowd, K.L., Baldridge, J.D., Stipe, J.L., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Student Component Data File User's Manual,*** 1994; NCES 93-374.

Ingels, S.J., Dowd, K.L., Stipe, J.L., Baldridge, J.D., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Dropout Component Data File User's Manual,*** 1994; NCES 93-375.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Parent Component Data File User's Manual,*** 1994; NCES 94-378.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Teacher Component Data File User's Manual,*** 1994; NCES 94-379.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: School Component Data File User's Manual,*** 1994; NCES 94-376.

Ingels, S.J., Dowd, K.L., Taylor, J.R., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Transcript Component Data File User's Manual,*** 1994; NCES 94-377.

Ingels, S.J., and Dowd, K.L. ***Conducting Trend Analyses: HS&B and NELS:88 Sophomore Cohort Dropouts,*** forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., and Baldridge, J.B. ***Conducting Trend Analyses: NLS-72, HS&B, and NELS:88 Seniors,*** forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., Taylor, J.R. ***Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data,*** forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., and Dowd, K.L. ***NELS:88 Second Follow-Up Questionnaire Content Areas and Research Issues***, forthcoming, 1994, Washington, D.C.: NCES 94-497.

UPCOMING NELS:88 REPORTS AND TECHNICAL DOCUMENTATION.

Technical Report: NELS:88 Second Follow-Up Psychometric Report
Technical Report: NELS:88 Second Follow-Up Final Technical Report
Technical Report: NELS:88 Second Follow-Up Sample Design Report
Selected Methodological Monographs
Statistical Analysis Report: America's High School Seniors: A Twenty Year Comparison, 1972-1992
Technical Report: NELS:88 Second Follow-Up School Effectiveness Study Data File User's Manual
Statistical Analysis Report: Science and Mathematics Teaching and Learning

Appendix C

NELS:88 Content Areas and Research Issues

Content areas and corresponding questions in NELS:88 second follow-up

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	Teacher
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 23B Vocational teacher practice	I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior II-6 How many students in class are from minority racial/ethnic groups II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests
Mathematics class	19-22 Mathematics teacher/class	II-17 Feelings about explaining "whys" of mathematics
Science class	15-18 Science teacher/class	II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	I-18 Written job recommendation for student I-19 Discussed college programs and college and career choices with student
Applying for colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue	I-18 Written recommendation for student for postsecondary institution
Teaching staff characteristics	7 School climate and teacher interaction	IV-2 Race/ethnicity of teacher IV-3 Sex of teacher IV-4-15 Teacher's years teaching, certification, educational background, and subject areas of instruction
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	I-6 Has spoken to student's parents about academic performance, behavior
Language use	109 How well student understands, speaks, reads, and writes English 110 Since fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is student's native language English I-10 Is student limited English proficient

CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	Teacher
School climate	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 26 Who tutored student (besides parents) 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities	I-2-5 Student's motivation, behavior I-6-7 Has spoken to student's parents about academic performance, behavior, parental involvement I-8 Difficulty of class related to student I-11 Does student perform below ability I-12 Does student always finish homework I-13-16 Student's attention, behavior in class I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 Which whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school
Attendance and absences	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	I-2 Is student motivated to get good grades I-6 Discussed student's absenteeism with parents
School program	12 Description of current high school program 23B Vocational teacher practice 27-28 Have taken a minimum competency or proficiency test, results	II-3-4 Which "track" is class, achievement levels II-5 Number of students in class II-7 Why teaching this class II-8-9 Amount of homework given daily, recording of who has completed it II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching

	Student	Teacher
Mathematics class	19-22 Mathematics teacher/class	II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics
Science class	15-18 Science teacher/class	II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	I-2 Student motivated to get good grades I-4 Students motivated to attend postsecondary institution I-19 Teacher discussed college with student
Teaching staff characteristics	7 School climate and teacher interaction	IV-1-3 Sex, race/ethnicity, year of birth of teacher IV-4-6 Years taught, years taught in this school, full-time/part-time status IV-7-10 Teaching certificates held, academic degrees and subject areas IV-11-12 Which subjects taught this year IV-13 Number of college courses taken in most taught subject IV-14 Satisfaction with teaching job IV-15 Started teaching a new subject or level this year IV-16 Received in-service education IV-17 Participated in activities for teachers this school year IV-18-21 Teacher enrichment programs IV-22 Missed days IV-23 How often did supervisor observe teaching
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child	I-3 Student relates well to others

	Student	Teacher
Family, home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-7 Has teacher discussed student's behavior or performance with parents
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is English student's native language I-10 Is student's ability limited by English proficiency

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	Teacher
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	I-8 Difficulty of class related to student I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior
Mathematics class		II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics
Science class		II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology and Chemistry class
School programs	12 Description of current school program, access into program	II-3-4 Which "track" is class, achievement levels II-5 Number of students enrolled in class
Teaching staff characteristics		IV-4-5 Years taught, years taught in this school IV-11-12 Teacher's subject areas of instruction
Transition from school to college/ work	41 What do people think is most important for student to do right after high school	I-4 Student motivated to pursue postsecondary education
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go on to	II-3 Which "track" is class II-4 Achievement levels of students in class

	Student	Teacher
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	I-9 Is student's native language English I-10 Is student limited English proficient

CONTENT CATEGORY: 4. DROPPING OUT

	Student	Teacher
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in mathematics class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	I-5 Does student talk to teacher outside of class about school work II-6 How many students are from minority racial/ethnic groups II-9 How homework is recorded III-13 Who at school has helped teacher improve teaching or solve a classroom problem
Time in and out of school	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	I-13-16 Student's absenteeism, tardiness, attention, behavior in class
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	I-6 Teacher has discussed student's behavior and performance with parents
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	I-4 Does student seem motivated to pursue postsecondary education
Teaching staff characteristics	7 School climate/ teacher interaction	III-2 Perceptions of the teacher's efficacy IV-14 Teacher Satisfaction IV-22 Days teacher missed school IV-23 Formal observations of teacher's class

	Student	Teacher
Family/ home life/ friends	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-6 Teacher has discussed student's behavior and performance with parents III-1 Amount of teacher control in classroom III-15 Teacher's perception of school rules for student behavior III-16 Teacher's perceptions of problems with students at school
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is student's native language English I-10 Is student limited English proficient

CONTENT CATEGORY: 5. TRANSITION PATTERNS

	Student	Teacher
School programs	14 Participation in Upward Bound program	III-1,2,5 Perceptions of teacher efficacy III-6 Departmental support of teaching III-7 Perceptions of school policies
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school 53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	III-1,2,5 Perceptions of teacher efficacy
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue	I-18 Wrote recommendations for student for postsecondary education or jobs I-19 Has student discussed college or career choices with teacher

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	Teacher
School climate	7 School climate, teacher interaction 8 Safety in school	II-6 How many students are from minority racial/ethnic groups III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students. III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 Which whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school
Mathematics class	19-22 Mathematics teacher/class	II-7 Why teacher assigned to class II-14 Emphasis on different mathematical objectives II-15 Topics covered in mathematics class II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed
Science class	15-18 Science teacher/class	II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed

	Student	Teacher
School programs	14 Upward Bound 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	II-7 Why teaching this class II-8 Amount of homework given daily II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching IV-16-21 Teacher in-service and enrichment programs IV-23 Formal observation of teacher's class
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search	I-18 Teacher has written recommendations for college and work for student I-19 Teacher has discussed college and career choices with student
Applying for colleges	57 Help from school in applying for colleges	I-18 Teacher has written recommendations for college and work for student
Teaching staff characteristics	7 School climate/teacher interaction	IV-4-6 Years taught, years taught in this school, full-time/part-time status IV-7-10 Teaching certificates held, academic degrees and subject areas IV-11-12 Which subjects taught this year IV-13 Number of college courses taken in most taught subject IV-14 Satisfaction with teaching job IV-15 Started teaching a new subject or level this year IV-16 Received in-service education IV-17 Participated in activities for teachers this school year IV-18-21 Teacher enrichment programs IV-22 Missed days IV-23 How often did supervisor observe teaching
Family, home, friends	68 Importance of peer group activities	I-3 Student relates well to others

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	Teacher
School, education	12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education	I-6 Spoken to student's parents about academic performance, behavior I-7 Parental involvement in student's performance I-14 How often is student tardy III-11 Teacher discusses curriculum issues with parents at school
Family, home	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	I-7 Parental involvement in student's performance

Appendix D

Guidelines for Using SAS with

NELS:88 Second Follow-Up Teacher Data

Guidelines for Using SAS with NELS:88 Second Follow-Up Teacher Data

The files provided on the public release tape include SAS cards and SAS system files for the NELS:88 second follow-up teacher data file. The SAS system file for the teacher survey includes:

1) Questionnaire data
2) Composites

Users who plan to analyze NELS:88 data on personal computers can seek counsel in the Guide to the NELS:88 ECB/CD-ROM. The sections that follow pertain primarily to mainframe applications.

The following are situations which may be encountered when using large data files with SAS and suggestions for handling them.

1. Use the '(KEEP=...)' and '(DROP=...)' options in the 'SET' statement and/or in the 'DATA' statement when creating working data files so that unwanted variables are not included in the files. The '(KEEP=...)' option does not reorder the variables in the new data set.

   The files are large and the SAS cards associated with all of the variables within a file require a great deal of memory. Eliminating unwanted variables and the cards associated with them will reduce the amount of memory necessary to run jobs.

2. Some of the label statements given in the SAS card files may need to be eliminated because of SAS system limitations present at many computer installations.

3. The large number of VALUE statements in the PROC FORMAT section requires that a special DD statement be placed just after the // EXEC SAS statement to increase the capacity of the format library during a SAS run:

   ```
   //LIBRARY DD SPACE=(TRK,(25,25,60))
   ```

   Since this may not be possible at some computer installations, it may be necessary to delete some VALUE statements.

4. When working with large files, it may be necessary to override the default work space with the following DD statement:

   ```
   //WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))
   ```

   Place the //WORK DD statement just after the // EXEC SAS statement (or after the //LIBRARY DD statement, if that is included as well).

5. The formats given in the PROC FORMAT step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this PROC FORMAT step before the procedure(s) that will use them.

   In the following example PROC FORMAT is used first to make a temporary library of formats (sets of value labels). Then PROC FREQ is used to access the First Follow-Up teacher SAS

system file and to create a frequency table. The FORMAT statement in PROC FREQ links the variable in the frequency to the appropriate value label stored in the temporary format library.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F2TE.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE TC25V

        1 = "APPLIES"
        2 = "DOES NOT APPLY"
        6 = "MULTIPLE RESPNSE"
        7 = "REFUSED"
        8 = "MISSING"
        9 = "LEGITIMATE SKIP"
;


PROC FREQ DATA=IN1.F2TEACHR;
FORMAT
F2T4_9B1    TC25V.
;

TABLES F2T4_9B1;
TITLE "BACHELOR'S DEGREE MAJOR IN MATHEMATICS";
```

At the end of each SAS card file, there is a frequency procedure which contains FORMAT statements for every variable for which there is a format. These FORMAT statements can be used in any SAS procedure. However, if there are a large number of format links, they must be divided into several format statements to work. (Using about 90 format links in the format statement proved successful on the University of Chicago mainframe).

6. Whenever variables are needed from several files (i.e., second follow-up teacher and student), the files may be merged by STU_ID using SAS MERGE statements. A simple one line MERGE statement will put variables from separate files together in a single record for analysis. Users are reminded to first sort the files by the variables selected for merging; that is, sort both files by STU_ID.

7. For very large files, the user may encounter problems when sorting. Various options may be added to the //EXEC SAS card to circumvent these problems. A suggested example is given below (consult the SAS manual for descriptions of these options):

```
// EXEC SAS,OPTIONS='NODYNALLOC',REGION=1280K,SORT=30
```

8. It is suggested that the user include the LENGTH statement when creating new variables, in order to save space and computer memory.

9. For many tabulations, PROC TABULATE produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tabulate tables.

10. Output from SAS can be downloaded to personal computers for production of final reports. NCES has available a program for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series based routine that uses an ASCII file to compute standard errors for crossclassifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.

11. Use the NCES- and NORC-defined composite and classification variables whenever possible to simplify programming. These classification variables were carefully constructed and, for some of them, sources of data from outside the teacher questionnaire were merged into the teacher data to construct the variables.

12. SAS and SPSS-X system files can now be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice versa.

13. There is a peculiarity with version 6.06 of SAS. The symbol "%" will not be printed if it appears as the first character in the first variable label on a printed page.

Appendix E

NELS:88 Second Follow-Up

Teacher Questionnaire

Note: For the user's convenience, some second follow-up questionnaire variables were recoded to facilitate using NELS:88 second follow-up student-level teacher data in cross-wave and cross-cohort analyses. These recodes generally involved the reordering of item values. Questionnaire item values appearing in this appendix reflect these recodes, as does the Teacher Questionnaire Codebook that appears in Appendix I.

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

NORC-4521
Form Approved
OMB No. 1850-0652
App. Exp.: 7/92

SECOND FOLLOW-UP

TEACHER QUESTIONNAIRE

Prepared for: U.S. Department of Education
National Center for Education Statistics

By: National Opinion Research Center (NORC)
A Social Science Research Center at the
University of Chicago

USES OF THE DATA

The data from this survey will be used by educators and by federal and state policymakers to address important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

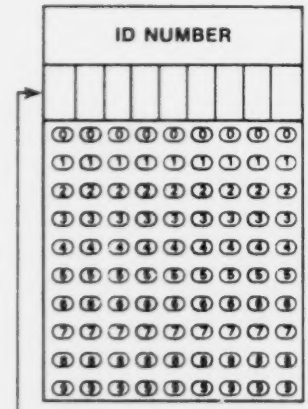
CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is required to protect the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.

2. You may skip any questions you do not wish to answer.

3. Your responses will be merged with those of others, and the answers you give will never be identified as yours.



The public reporting burden for collection of this information is estimated to average one half-hour (30 minutes) for completion of the entire booklet. Completion of Parts Three and Four only is estimated to average 15 minutes. Send comments regarding this collection of information to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C., 20202-4561 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C., 20503.

MARKING DIRECTIONS

- Use only a soft lead pencil (No. 2 is best).
- Make dark marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

CORRECT MARKS ●○●○

INCORRECT MARKS ✓⊗⬭◉

Example: 1. Will marks made with ballpoint or felt-tip pen be properly read?

○ Yes ● No

INTRODUCTION

This questionnaire is part of a major longitudinal study designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Some of the students who were selected as part of a nationwide random sample when they were in eighth grade are now attending your school. Your school has agreed to participate in this study. Mathematics and science teachers of these students are being asked to complete this questionnaire. Other teachers in these departments may be asked to complete only Parts Three and Four about their departments or subject areas and themselves. You should have one of two forms attached to the front cover or inside of this questionnaire -- either a list of students from your classes or an instruction to complete only Parts Three and Four. If neither form is attached or if you have a special teaching situation about which you are not sure how to answer (for example, you teach one student in more than one class), please call Terry Burke toll-free at NORC at 1-800-788-7203. We are seeking information from you to supplement other study data about students and their schools.

This questionnaire has four very different sections:

Part I asks you questions about the characteristics and behaviors of the sampled student(s) whom you have in one of your classes. Individual students are referred to by "Student Number," as shown in the List of Students attached to the inside of this questionnaire. Part I asks you to write the student's initials below the student's number.

Part II asks a series of questions about the classes which you taught to the students about whom you answered questions in Part I. As you will see, Part II contains room for responses on a maximum of five classes.

Part III asks a series of questions about the climate and practices of your school and your subject area or department.

> If you teach classes in more than one subject area, answer questions in Part III about the subject area in which you teach the greatest number of students listed on the Student List.
>
> If you teach the same number of students on the Student List in math and science classes, answer Part III about the subject area in which you spend more time teaching.
>
> If the letter attached to the questionnaire asks you to complete only Part III and Part IV of the questionnaire, please answer Part III about the subject area indicated in the letter.

Part IV requests some general information about you.

Please answer directly on the questionnaire by darkening the oval or by writing your response in the space provided.

We realize that you are very busy; however, we would appreciate it if you would complete the questionnaire and return it to NORC in the enclosed prepaid envelope within the next two weeks.

THANK YOU VERY MUCH FOR YOUR HELP WITH THIS IMPORTANT STUDY.

Attach Student List

PART I: STUDENT INFORMATION

Please answer the questions in this section for each student listed on the attached Student List on the previous page. Fill in the ovals corresponding to the appropriate responses to Questions 1-19 in the first column for the first listed student. Continue until you have completed a column for each student listed on the Student List.
NOTE: DK = Don't Know.

STUDENT NUMBER (from attached list) Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
Before answering the questions about this student, write the student's "Code Number" (second column on the Student List attached to the previous page) in the box and darken the oval that corresponds to that number																
1A. Did you teach this student during the fall of 1991?	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No
1B. Are you teaching this student during the spring of 1992?	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No
If you did not teach a listed student in the fall of 1991 or the spring of 1992, do not answer the remaining questions in this section for that student. Because each column refers to a student, leave his/her column blank for questions 2-19																
2. Is this student motivated to work hard for good grades?	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK	O Yes O No O DK
3. Does this student seem to relate well to others?	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No

STUDENT NUMBER (from attached list) Please write the student's initials below the number	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
4. Does this student seem motivated to pursue postsecondary education?	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
5. Does this student talk with you outside of class about school work?	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
6. Have you spoken with the student's parents/guardians this year about the following?																
a. Problems with student's academic performance	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
b. Problems with student's behavior in school	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
c. Student's homework assignments	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
d. Student's absenteeism	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
7. How involved are the parents of this student in his/her academic performance?																
Not involved	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Somewhat involved	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Very involved	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Don't know	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④

STUDENT NUMBER (from attached list) Please write the student's initials below the number	**Student 01**	**Student 02**	**Student 03**	**Student 04**	**Student 05**	**Student 06**	**Student 07**	**Student 08**	**Student 09**	**Student 10**	**Student 11**	**Student 12**	**Student 13**	**Student 14**	**Student 15**	**Student 16**
8. The difficulty level of this class is . . .																
Not challenging enough for this student	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
The appropriate level for this student	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Too difficult for this student	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9. Is this student's native language* English?	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK	○ Yes ○ No ○ DK
10. Is this student's academic performance in your class limited by his or her level of English language proficiency?	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
11. Does this student consistently perform below ability?	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No
12. How often does this student complete homework assignments on time?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤

*Native language - first language learned to speak as a child

STUDENT NUMBER (from attached list) Please write the student's initials below the number	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
13. How often is this student absent?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
14. How often is this student tardy?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
15. How often is this student attentive in class?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
16. How often is this student disruptive in class?																
Never	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
Rarely	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
Some of the time	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
Most of the time	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
All of the time	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤

STUDENT NUMBER (from attached list) Please write the student's initials below the number	Student 01	Student 02	Student 03	Student 04	Student 05	Student 06	Student 07	Student 08	Student 09	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
17. Have you spoken to a guidance counselor or another teacher this school year about the following?																
a. Student's academic performance	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No
b. Student's behavior in school	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No
c. Student's homework assignments	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No
d. Student's absenteeism	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No
18. Have you . . .																
a. written a recommendation for this student for a postsecondary institution?	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No
b. written a recommendation for this student for a summer job or a part-time or full-time job after high school?	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No
19. Has this student discussed with you . . .																
a. college choices?	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No
b. college programs?	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No
c. career choices?	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No	O Yes O No

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL STUDENTS LISTED ON THE STUDENT LIST, GO TO QUESTION 1, PART II.

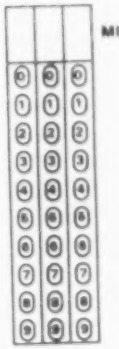
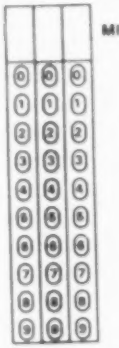
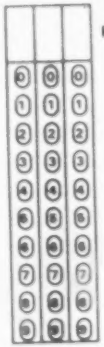
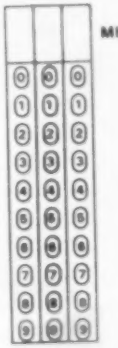
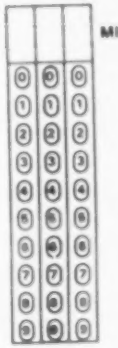
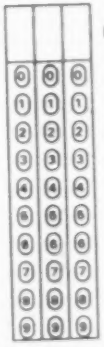
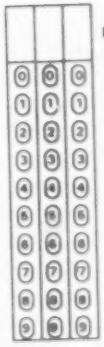
PART II: CLASS INFORMATION

Please answer the following questions for each class you taught the students on the Student List.

	Class #1	Class #2	Class #3	Class #4	Class #5
● 1. **Write the title of each class you taught the students on the Student List in the fall of 1991. If you are teaching any of the students in the spring of 1992 only, write the title of the spring class. If you taught the students in both fall and spring, write the title of the fall class only. List each course only once.** For questions in Part II, "this class" refers to the class listed in Question 1. Fill in the ovals corresponding to the appropriate responses to Questions 2-13a in the first column for the first listed class. Continue until you have answered Questions 2-13a for each class listed in Question 1.	Class #1 Title _____ _____ _____	Class #2 Title _____ _____ _____	Class #3 Title _____ _____ _____	Class #4 Title _____ _____ _____	Class #5 Title _____ _____ _____
2. **Which of the students on the Student List were enrolled in each of the classes you listed in Question 1. Please refer to the Student List and fill in the number of each student who was enrolled in each class.**	**Class #1 Student Number:** ○01 ○11 ○21 ○02 ○12 ○22 ○03 ○13 ○23 ○04 ○14 ○24 ○05 ○15 ○25 ○06 ○16 ○26 ○07 ○17 ○27 ○08 ○18 ○28 ○09 ○19 ○29 ○10 ○20 ○30	**Class #2 Student Number:** ○01 ○11 ○21 ○02 ○12 ○22 ○03 ○13 ○23 ○04 ○14 ○24 ○05 ○15 ○25 ○06 ○16 ○26 ○07 ○17 ○27 ○08 ○18 ○28 ○09 ○19 ○29 ○10 ○20 ○30	**Class #3 Student Number:** ○01 ○11 ○21 ○02 ○12 ○22 ○03 ○13 ○23 ○04 ○14 ○24 ○05 ○15 ○25 ○06 ○16 ○26 ○07 ○17 ○27 ○08 ○18 ○28 ○09 ○19 ○29 ○10 ○20 ○30	**Class #4 Student Number:** ○01 ○11 ○21 ○02 ○12 ○22 ○03 ○13 ○23 ○04 ○14 ○24 ○05 ○15 ○25 ○06 ○16 ○26 ○07 ○17 ○27 ○08 ○18 ○28 ○09 ○19 ○29 ○10 ○20 ○30	**Class #5 Student Number:** ○01 ○11 ○21 ○02 ○12 ○22 ○03 ○13 ○23 ○04 ○14 ○24 ○05 ○15 ○25 ○06 ○16 ○26 ○07 ○17 ○27 ○08 ○18 ○28 ○09 ○19 ○29 ○10 ○20 ○30
● 3. **Which of the following best describes the "track" this class is considered to be?** (MARK ONE)	Remedial ..... ① General ..... ② Voc/Tech/Business ... ③ College Prep/Honors . ④ AP ..... ⑤	Remedial ..... ① General ..... ② Voc/Tech/Business ... ③ College Prep/Honors . ④ AP ..... ⑤	Remedial ..... ① General ..... ② Voc/Tech/Business .. ③ College Prep/Honors . ④ AP ..... ⑤	Remedial ..... ① General ..... ② Voc/Tech/Business .. ③ College Prep/Honors . ④ AP ..... ⑤	Remedial ..... ① General ..... ② Voc/Tech/Business .. ③ College Prep/Honors . ④ AP ..... ⑤

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
● 4. **Which of the following best describes the achievement level of the students in this class compared with the average 12th grade student in this school?** (MARK ONE)	**This class consists primarily of students with:** Higher achievement levels ① Average achievement levels ② Lower achievement levels ③ Widely differing achievement levels ④	**This class consists primarily of students with:** Higher achievement levels ① Average achievement levels ② Lower achievement levels ③ Widely differing achievement levels ④	**This class consists primarily of students with:** Higher achievement levels ① Average achievement levels ② Lower achievement levels ③ Widely differing achievement levels ④	**This class consists primarily of students with:** Higher achievement levels ① Average achievement levels ② Lower achievement levels ③ Widely differing achievement levels ④	**This class consists primarily of students with:** Higher achievement levels ① Average achievement levels ② Lower achievement levels ③ Widely differing achievement levels ④
● 5. **How many students are/were enrolled in this class?**	**Students**	**Students**	**Students**	**Students**	**Students**
6. **How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)?** (If unsure, give your best estimate.)	**Students**	**Students**	**Students**	**Students**	**Students**

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
● 7. **Why were you assigned to teach this class?** (MARK ALL THAT APPLY)	My department chair or area coordinator assigned it to me ... ⑧1 Another school administrator assigned it to me ... ⑧2 I decided to teach it ... ⑧3 It was my turn to teach it ... ⑧4 I was most qualified to teach it ... ⑧5 I had the most seniority ... ⑧6	My department chair or area coordinator assigned it to me ... ⑧1 Another school administrator assigned it to me ... ⑧2 I decided to teach it ... ⑧3 It was my turn to teach it ... ⑧4 I was most qualified to teach it ... ⑧5 I had the most seniority ... ⑧6	My department chair or area coordinator assigned it to me ... ⑧1 Another school administrator assigned it to me ... ⑧2 I decided to teach it ... ⑧3 It was my turn to teach it ... ⑧4 I was most qualified to teach it ... ⑧5 I had the most seniority ... ⑧6	My department chair or area coordinator assigned it to me ... ⑧1 Another school administrator assigned it to me ... ⑧2 I decided to teach it ... ⑧3 It was my turn to teach it ... ⑧4 I was most qualified to teach it ... ⑧5 I had the most seniority ... ⑧6	My department chair or area coordinator assigned it to me ... ⑧1 Another school administrator assigned it to me ... ⑧2 I decided to teach it ... ⑧3 It was my turn to teach it ... ⑧4 I was most qualified to teach it ... ⑧5 I had the most seniority ... ⑧6
8. **Approximately how much homework do you typically assign each day to this class?**	MINUTES	MINUTES	MINUTES	MINUTES	MINUTES
9. **How often do you do each of the following with homework assignments?** (MARK ONE ON EACH LINE)	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never	All of the Time Most of the Time Some of the Time Never
a. Keep records of who turned in the assignment	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
b. Return assignments with grades or corrections	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
c. Discuss the completed assignment in class	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
10. Approximately how many minutes <u>per week</u> does this class meet regularly (not including lab periods)?	 MINUTES	 MINUTES	 MINUTES	 MINUTES	 MINUTES
11. Approximately how many minutes <u>per week</u> does this class have lab sessions? (If there is no lab, enter "000.")	MINUTES	 MINUTES	 MINUTES	MINUTES	MINUTES

12. Indicate about what percent of class time is spent in a typical week doing each of the following with this class? (MARK ONE ON EACH LINE)	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
	75-100% 50-74% 25-49% 10-24% <10% None	75-100% 50-74% 25-49% 10-24% <10% None	75-100% 50-74% 25-49% 10-24% <10% None	75-100% 50-74% 25-49% 10-24% <10% None	75-100% 50-74% 25-49% 10-24% <10% None
a. Providing instruction to the class as a whole	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
b. Providing instruction to small groups of students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
c. Providing instruction to individual students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
d. Maintaining order/ disciplining students	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
e. Administering tests or quizzes	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
f. Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥
g. Conducting lab periods	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥

13A. How often do you use the following teaching methods or media? (MARK ONE ON EACH LINE)	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
	Every Day Almost Every Day 1-2 Times a Week 1-2 Times a Month Never/Rarely	Every Day Almost Every Day 1-2 Times a Week 1-2 Times a Month Never/Rarely	Every Day Almost Every Day 1-2 Times a Week 1-2 Times a Month Never/Rarely	Every Day Almost Every Day 1-2 Times a Week 1-2 Times a Month Never/Rarely	Every Day Almost Every Day 1-2 Times a Week 1-2 Times a Month Never/Rarely
a. Lecture	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
b. Use computers	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
c. Use audio-visual material	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
d. Have teacher-led whole-group discussion	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
e. Have students respond orally to questions on subject matter	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
f. Have student-led whole-group discussions	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
g. Have students work together in cooperative groups	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
h. Have students complete individual written assignments or worksheets in class	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
i. Have students give oral reports	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

WHEN YOU HAVE COMPLETED A COLUMN FOR ALL CLASSES LISTED IN QUESTION 1, PART II, GO TO QUESTION 13B.

13B. Are any of the classes you listed at the beginning of Part II mathematics classes?

Yes ○ → (Go on to next page)
No ○ → (Skip to Question 18 on page 19)

The next series of questions is for mathematics classes only. Questions 14 and 15 should be completed for each mathematics class you listed in Question 1, Part II. Please list classes in the same column as you did in Question 1, leaving blank columns if necessary.

FOR MATH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
Write in the name of each class					
●14. In this math class, how much emphasis do you give to each of the following objectives? (MARK ONE ON EACH LINE)	Major / Moderate / Minor / None	Major / Moderate / Minor / None	Major / Moderate / Minor / None	Major / Moderate / Minor / None	Major / Moderate / Minor / None
a. Understanding the nature of proofs	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
b. Memorizing facts, rules, and steps	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
c. Learning to represent problem structures in multiple ways (e.g., graphically, algebraically, numerically, etc.)	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
d. Integrating different branches of mathematics (e.g., geometry, algebra) into a unified framework	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
e. Conceiving and analyzing effectiveness of multiple approaches to problem solving	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
f. Performing calculations with speed and accuracy	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
g. Showing importance of math in daily life	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
h. Solving equations	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
i. Raising questions and formulating conjectures	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
j. Increasing students' interest in math	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

FOR MATH TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
● 15. **Have you taught or reviewed the following topics in this math class during this year?** **(MARK ONE ON EACH LINE)** If you have reviewed and taught an item as new content, mark #3 only.	1 = No, topic is beyond the scope of this course 2 = No, but I will teach or review it later this school year 3 = Yes, I taught it as new content 4 = Yes, but I reviewed it only 5 = No, but it was taught previously	1 = No, topic is beyond the scope of this course 2 = No, but I will teach or review it later this school year 3 = Yes, I taught it as new content 4 = Yes, but I reviewed it only 5 = No, but it was taught previously	1 = No, topic is beyond the scope of this course 2 = No, but I will teach or review it later this school year 3 = Yes, I taught it as new content 4 = Yes, but I reviewed it only 5 = No, but it was taught previously	1 = No, topic is beyond the scope of this course 2 = No, but I will teach or review it later this school year 3 = Yes, I taught it as new content 4 = Yes, but I reviewed it only 5 = No, but it was taught previously	1 = No, topic is beyond the scope of this course 2 = No, but I will teach or review it later this school year 3 = Yes, I taught it as new content 4 = Yes, but I reviewed it only 5 = No, but it was taught previously
a. Integers	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
b. Patterns and functions	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
c. Linear Equations	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
d. Polynomials	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
e. Properties of geometric figures	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
f. Coordinate Geometry	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
g. Proofs	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
h. Trigonometry	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
i. Statistics	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
j. Probability	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
k. Calculus	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

FOR MATH TEACHERS ONLY

Question 16, like all items in this questionnaire, is voluntary. We hope you will answer this question, but you may skip the question should you wish not to answer it. The following question will provide important data for understanding student performance.

16. **Your students have been learning how to write math statements expressing proportions. Last night you assigned the following:**

A one pound bag contains 50 percent more tan M&Ms than green ones. Write a mathematical statement that represents the relationship between the tan(t) and green (g) M&Ms, using t and g to stand for the number of tan and green M&Ms.

Here are some responses you get from students:

Kelly - 1.5t = g
Lee - .50t = g
Pat - .5g = t
Sandy - g + 1/2g = t

Which of the students has represented the relationship best? (MARK ONE)

All of them	①	Sandy	⑤
Kelly	②	None of them. It should be:	⑥
Lee	③	Don't know	⑦
Pat	④		

I 18 I

17A. **Many teachers want students to understand the "whys" of math, rather than simply memorizing rules or principles. Sometimes this can be hard. For each item below, indicate what you think by marking one of the numeric codes.**

1 = It is possible to explain why.
2 = It is just "one of those things" to be remembered.
3 = I'm not sure.

(MARK ONE ON EACH LINE)

	Explain	Remember	Not sure
a. When you multiply two negatives together, you always get a positive	0	0	0
b. The slope of a vertical line is undefined	0	0	0
c. Any nonzero number to the zero power is 1.0 ($x^0 = 1$)	0	0	0

17B. **Are any of the classes you listed at the beginning of Part II science classes?**

Yes 0 → (Go on to next page)
No 0 → (Skip to Part III, page 25)

The next series of questions is for science classes only. Questions 18-26 should be completed for each science class you listed at the beginning of Part II. The columns refer to the same classes you identified in Question 1, Part II. Please list classes in the same column as you did in Question 1, Part II, leaving blank columns if necessary.

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
Write in the name of each class					
● 18. In this science class, how much emphasis do you give to the following objectives? (MARK ONE ON EACH LINE)	Major / Moderate / Minor / None	Major / Moderate / Minor / None	Major / Moderate / Minor / None	Major / Moderate / Minor / None	Major / Moderate / Minor / None
a. Increasing students' interest in science	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
b. Learning and memorizing scientific facts, principles, and rules	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
c. Learning scientific methods	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
d. Preparing students for further study in science	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
e. Developing problem solving/inquiry skills	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
f. Developing skills in lab techniques	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
g. Learning about applications of science to environmental issues	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
h. Showing importance of science in daily life	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
● 19. How often do you do each of the following activities in this science class? (MARK ONE ON EACH LINE)	① Every Day ② Almost Every Day ③ 1-2 Times a Week ④ 1-2 Times a Month ⑤ Never/Rarely	① Every Day ② Almost Every Day ③ 1-2 Times a Week ④ 1-2 Times a Month ⑤ Never/Rarely	① Every Day ② Almost Every Day ③ 1-2 Times a Week ④ 1-2 Times a Month ⑤ Never/Rarely	① Every Day ② Almost Every Day ③ 1-2 Times a Week ④ 1-2 Times a Month ⑤ Never/Rarely	① Every Day ② Almost Every Day ③ 1-2 Times a Week ④ 1-2 Times a Month ⑤ Never/Rarely
a. Have students do an experiment or observation individually or in small groups	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
b. Demonstrate an experiment or lead students in systematic observations	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
c. Require students to turn in written reports on experiments or observations	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
d. Discuss current issues and events in science	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
e. Have students use computers for data collection and analysis	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
f. Use computers for demonstrations/ simulations	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
g. Have students give oral reports	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
h. Have students independently design and conduct their own science projects	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
i. Discuss career opportunities in scientific and technological fields	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
j. Discuss controversial inventions and technologies	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
●20. Have you taught or reviewed the following topics in this Biology class during this year? I did not list a Biology class at the beginning of Part II. ..... 0 (SKIP TO QUESTION 21 ON PAGE 22) (MARK ONE ON EACH LINE) If you have reviewed and taught an item as new content, mark #3 only.	1 No, topic is beyond the scope of this course 2 No, but I will teach or review it later this school year 3 Yes, I taught it as new content 4 Yes, but I reviewed it only 5 No, but it was taught previously	1 No, topic is beyond the scope of this course 2 No, but I will teach or review it later this school year 3 Yes, I taught it as new content 4 Yes, but I reviewed it only 5 No, but it was taught previously	1 No, topic is beyond the scope of this course 2 No, but I will teach or review it later this school year 3 Yes, I taught it as new content 4 Yes, but I reviewed it only 5 No, but it was taught previously	1 No, topic is beyond the scope of this course 2 No, but I will teach or review it later this school year 3 Yes, I taught it as new content 4 Yes, but I reviewed it only 5 No, but it was taught previously	1 No, topic is beyond the scope of this course 2 No, but I will teach or review it later this school year 3 Yes, I taught it as new content 4 Yes, but I reviewed it only 5 No, but it was taught previously
a. Cell structure and function	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
b. Genetics	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
c. Diversity of life	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
d. Metabolism and regulation of the organism	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
e. Behavior of the organism	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
f. Reproduction and development of the organism	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
g. Human biology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
h. Evolution	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
i. Ecology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

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FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
●21. **Have you taught or reviewed the following topics in this Chemistry class during this year?** I did not list a Chemistry class at the beginning of Part II. ..... 0 (SKIP TO QUESTION 22 ON PAGE 23) (MARK ONE ON EACH LINE) **If you have reviewed and taught an item as new content, mark #3 only.**	1 No, topic is beyond the scope of this course 2 No, but I will teach or review it later this school year 3 Yes, I taught it as new content 4 Yes, but I reviewed it only 5 No, but it was taught previously	1 No, topic is beyond the scope of this course 2 No, but I will teach or review it later this school year 3 Yes, I taught it as new content 4 Yes, but I reviewed it only 5 No, but it was taught previously	1 No, topic is beyond the scope of this course 2 No, but I will teach or review it later this school year 3 Yes, I taught it as new content 4 Yes, but I reviewed it only 5 No, but it was taught previously	1 No, topic is beyond the scope of this course 2 No, but I will teach or review it later this school year 3 Yes, I taught it as new content 4 Yes, but I reviewed it only 5 No, but it was taught previously	1 No, topic is beyond the scope of this course 2 No, but I will teach or review it later this school year 3 Yes, I taught it as new content 4 Yes, but I reviewed it only 5 No, but it was taught previously
a. Atomic and molecular structure	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
b. Properties of and changes in matter	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
c. Periodic system	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
d. Energy relationships in chemical systems	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
e. Reactions	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
f. Inorganic chemistry	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
g. Organic chemistry	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
h. Environmental chemistry	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
i. Chemistry of life processes	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
j. Nuclear chemistry	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
● 22. **Have you taught or reviewed the following topics in this Physics class during this year?** I did not list a Physics class at the beginning of Part II. .... 0 **(SKIP TO QUESTION 23 ON PAGE 24)** (MARK ONE ON EACH LINE) If you have reviewed and taught an item as new content, mark #3 only.	No, topic is beyond the scope of this course No, but I will teach or review it later this school year Yes, I taught it as new content Yes, but I reviewed it only No, but it was taught previously	No, topic is beyond the scope of this course No, but I will teach or review it later this school year Yes, I taught it as new content Yes, but I reviewed it only No, but it was taught previously	No, topic is beyond the scope of this course No, but I will teach or review it later this school year Yes, I taught it as new content Yes, but I reviewed it only No, but it was taught previously	No, topic is beyond the scope of this course No, but I will teach or review it later this school year Yes, I taught it as new content Yes, but I reviewed it only No, but it was taught previously	No, topic is beyond the scope of this course No, but I will teach or review it later this school year Yes, I taught it as new content Yes, but I reviewed it only No, but it was taught previously
a. Forms and sources of energy	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
b. Forces, time, motion	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
c. Molecular/nuclear physics	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
d. Energy/matter transformations	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
e. Sound and vibrations	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
f. Light	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
g. Electricity and magnetism	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
h. Solids/fluids/gases	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤

FOR SCIENCE TEACHERS ONLY	CLASS #1	CLASS #2	CLASS #3	CLASS #4	CLASS #5
23. The availability of facilities (laboratories, lab tables, sinks, etc.) for teaching this science class is: (MARK ONE)	No special facilities for this class available 0 Poor 0 Fair 0 Good 0 Excellent 0	No special facilities for this class available 0 Poor 0 Fair 0 Good 0 Excellent 0	No special facilities for this class available 0 Poor 0 Fair 0 Good 0 Excellent 0	No special facilities for this class available 0 Poor 0 Fair 0 Good 0 Excellent 0	No special facilities for this class available 0 Poor 0 Fair 0 Good 0 Excellent 0
24. Which of the following best describes the science equipment provided by the school to students in this science class? (MARK ONE)	Each student usually has his/her own equipment 2 Two students usually share equipment 3 Groups of 3 students or more usually share equipment 4 I have little or no equipment for students to use 1	Each student usually has his/her own equipment 2 Two students usually share equipment 3 Groups of 3 students or more usually share equipment 4 I have little or no equipment for students to use 1	Each student usually has his/her own equipment 2 Two students usually share equipment 3 Groups of 3 students or more usually share equipment 4 I have little or no equipment for students to use 1	Each student usually has his/her own equipment 2 Two students usually share equipment 3 Groups of 3 students or more usually share equipment 4 I have little or no equipment for students to use 1	Each student usually has his/her own equipment 2 Two students usually share equipment 3 Groups of 3 students or more usually share equipment 4 I have little or no equipment for students to use 1
25. In general, is the condition of the science equipment you use in this science class: (MARK ONE)	I have none 0 Poor 0 Fair 0 Good 0 Excellent 0	I have none 0 Poor 0 Fair 0 Good 0 Excellent 0	I have none 0 Poor 0 Fair 0 Good 0 Excellent 0	I have none 0 Poor 0 Fair 0 Good 0 Excellent 0	I have none 0 Poor 0 Fair 0 Good 0 Excellent 0
26. The availability of consumable supplies (chemicals, specimens, test tubes, etc.) for this science class is: (MARK ONE)	No supplies available 0 Poor 0 Fair 0 Good 0 Excellent 0	No supplies available 0 Poor 0 Fair 0 Good 0 Excellent 0	No supplies available 0 Poor 0 Fair 0 Good 0 Excellent 0	No supplies available 0 Poor 0 Fair 0 Good 0 Excellent 0	No supplies available 0 Poor 0 Fair 0 Good 0 Excellent 0

AFTER YOU HAVE COMPLETED A COLUMN FOR EACH SCIENCE CLASS LISTED, CONTINUE WITH PART III, QUESTION 1 ON PAGE 25.

SEVERAL QUESTIONS IN THIS SECTION REFER TO YOUR SUBJECT AREA'S DEPARTMENT AND DEPARTMENT CHAIR. IF YOUR SCHOOL IS NOT ORGANIZED INTO FORMAL DEPARTMENTS, OR IF YOU ARE NOT PART OF A DEPARTMENT, PLEASE ANSWER THESE QUESTIONS ABOUT YOUR SUBJECT AREA OR GROUPING.

IF YOU DO NOT HAVE A DESIGNATED DEPARTMENT CHAIR, PLEASE ANSWER THESE QUESTIONS ABOUT YOUR SUBJECT AREA'S CURRICULAR ADVISOR OR LEAD TEACHER.

IF YOU TEACH CLASSES IN MORE THAN ONE SUBJECT AREA, REFER TO THE BOXED INSTRUCTIONS ON PAGE 3 OF THE QUESTIONNAIRE.

PART III. SCHOOL CLIMATE AND PRACTICES

1. **How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching?**

(MARK ONE ON EACH LINE)

	No control =01					Complete control =06
a. Selecting textbooks and other instructional materials	01	02	03	04	05	06
b. Selecting content, topics, and skills to be taught	01	02	03	04	05	06
c. Selecting teaching techniques	01	02	03	04	05	06
d. Disciplining students	01	02	03	04	05	06
e. Determining amount of homework	01	02	03	04	05	06

2. **On the scale below, indicate the extent to which you agree or disagree with each of the following statements.**

(MARK ONE ON EACH LINE)

	Strongly agree	Agree	Disagree	Strongly disagree
a. If I try really hard, I can get through even to the most difficult or unmotivated students	1	2	3	4
b. I feel that it's part of my responsibility to keep students from dropping out of school	1	2	3	4
c. If some students in my class are not doing well, I feel that I should change my approach to the subject	1	2	3	4
d. By trying a different teaching method, I can significantly affect a student's achievement	1	2	3	4
e. There is really very little I can do to ensure that most of my students achieve at a high level	1	2	3	4
f. I am certain I am making a difference in the lives of my students	1	2	3	4

3. Indicate the importance you give to each of the following in setting grades for students in your classes (excluding special education students).

(MARK ONE ON EACH LINE)

	Very Important	Somewhat important	Not important
a. Achievement relative to the rest of the class	○	○	○
b. Absolute level of achievement	○	○	○
c. Individual improvement or progress over past performance	○	○	○
d. Effort	○	○	○
e. Class participation	○	○	○
f. Completing homework assignments	○	○	○
g. Consistently attending class	○	○	○

4. How often does your department/subject area hold staff meetings?

(MARK ONE)

- a. Never ○
- b. 1-3 times per term ○
- c. 1-3 times per month ○
- d. Once a week ○
- e. 2-3 times per week ○

5. To what extent do you agree that each of the following statements describes either a characteristic or an enforced policy of your department or subject area?

(MARK ONE ON EACH LINE)

	Strongly agree	Agree	Disagree	Strongly disagree
a. In this department I am encouraged to experiment with teaching	①	②	③	④
b. There is a wide degree of individual autonomy in curriculum and course content	①	②	③	④
c. I am encouraged to be familiar with the contents and specific goals of the courses taught by other teachers in my department	①	②	③	④
d. I am encouraged to coordinate the content of my courses with teachers in my department	①	②	③	④
e. Faculty consultation or approval is needed for changes in course objectives or contents	①	②	③	④
f. I am encouraged to coordinate the content of my course with teachers outside my department	①	②	③	④
g. There is a strong commitment to AP and Honors courses in my department/ subject area	①	②	③	④
h. Sections of courses in my department are differentiated according to student's academic achievement level	①	②	③	④
i. My department offers special support for low-achieving students	①	②	③	④
j. Routine departmental duties and paperwork interfere with my job of teaching	①	②	③	④
k. Teachers in this department are continually learning and seeking new ideas	①	②	③	④
l. Most of the teachers in my department share my beliefs and values about the central mission of the school	①	②	③	④
m. There is a great deal of cooperative effort among my department's members	①	②	③	④
n. Goals and priorities for this department are clear	①	②	③	④

6. To what extent do you agree that each of the following statements describes a characteristic of your department chair, subject area leader or curricular advisor?

I am the department chair, subject area leader, or curricular advisor. ..... ○ → SKIP TO QUESTION 7

(MARK ONE ON EACH LINE)

	Strongly agree	Agree	Disagree	Strongly disagree
a. The department chair is interested in innovation and new ideas	①	②	③	④
b. The department chair sets priorities, makes plans, and sees that they are carried out	①	②	③	④
c. The department chair lets staff members know what is expected of them	①	②	③	④
d. The department chair usually consults with staff members before he/she makes decisions that affect us	①	②	③	④
e. The department chair takes an active role in obtaining resources for the department	①	②	③	④
f. The department chair is supportive and encouraging	①	②	③	④

7. To what extent do you agree that each of the following statements describes a characteristic or enforced policy of your school or school administrator?

(MARK ONE ONE EACH LINE)

	Strongly agree	Agree	Disagree	Strongly disagree
a. The academic standards at this school are too low	①	②	③	④
b. There is broad agreement among the entire school faculty about the central mission of the school	①	②	③	④
c. The school administrator knows what kind of school he/she wants and has communicated it to the staff	①	②	③	④

7. (Cont.) To what extent do you agree that each of the following statements describes a characteristic or enforced policy of your school or school administrator?

(MARK ONE ON EACH LINE)

	Strongly agree	Agree	Disagree	Strongly disagree
d. The school administrator deals effectively with pressures from outside the school (parents, school board, budgetary) that might otherwise affect my teaching	①	②	③	④
e. The school administrator knows the problems faced by the staff	①	②	③	④
f. Necessary materials (e.g., textbooks, supplies, copy machine) are readily available as needed by the staff	①	②	③	④
g. Staff members are recognized for a job well done	①	②	③	④
h. Grading practices are consistent and fair	①	②	③	④
i. Rules against cheating are actively enforced	①	②	③	④

8. Please indicate which of the following places are available and how much of your out-of-class time during the school day you actually spend in each.

(MARK ONE ON EACH LINE)

	Available, I spend most time	Available, I spend some time	Available, I spend little time	Available, I spend no time	Not available
a. Faculty lounge	①	②	③	④	⑤
b. Smoking area	①	②	③	④	⑤
c. Lunch room	①	②	③	④	⑤
d. My classroom	①	②	③	④	⑤
e. My office	①	②	③	④	⑤
f. Department office	①	②	③	④	⑤
g. Classroom of other teachers	①	②	③	④	⑤
h. Outside of school	①	②	③	④	⑤

9. How much of your out-of-class time during the school day do you spend with each of the following persons?

(MARK ONE ON EACH LINE)

	Most of my time	Some of my time	Little of my time	None of my time
a. Teachers in my department	①	②	③	④
b. Teachers outside my department	①	②	③	④
c. Department chair/subject area leader/ curricular advisor	①	②	③	④
d. Principal	①	②	③	④
e. Other school administrator	①	②	③	④

10. How frequently do you discuss each of the following issues with other teachers or a department advisor?

(MARK ONE ON EACH LINE)

	Never	Some-times	Often
a. Performance of individual students	○	○	○
b. Adapting materials to particular students	○	○	○
c. New instructional techniques in my subject	○	○	○
d. Subject area curriculum	○	○	○
e. Curriculum for a particular course	○	○	○
f. Test content and testing procedures	○	○	○
g. Grading issues	○	○	○
h. Other teachers	○	○	○

11. With whom do you discuss curriculum issues?

(MARK ONE ON EACH LINE)

	Yes	No
a. Teachers in my department	○	○
b. Teachers outside my department	○	○
c. Department chair/subject area leader/curricular advisor	○	○
d. Principal	○	○
e. Other school administrator	○	○
f. Other teachers outside my school	○	○
g. Parents	○	○
h. Others in the community (business leaders, university staff, etc.)	○	○

12. With whom do you discuss performance of individual students?

(MARK ONE ON EACH LINE)

	Yes	No
a. Teachers in my department	○	○
b. Teachers outside my department	○	○
c. Department chair/subject area leaders	○	○
d. Principal	○	○
e. Guidance counselor(s)	○	○
f. Other school administrator	○	○
g. Parents	○	○

●13. **To what extent has each of the following people at this school helped you improve your teaching or solve an instructional or class management problem?**

(MARK ONE ON EACH LINE)

	Not applicable	Extremely helpful	Moderately helpful	Not helpful	Did not provide any help
a. Principal or school head	①	②	③	④	⑤
b. Department chair/subject area leader	①	②	③	④	⑤
c. Other school administrators	①	②	③	④	⑤
d. Teachers in my department/subject area	①	②	③	④	⑤
e. Teachers outside my department/ subject area	①	②	③	④	⑤
f. Personnel group or committee	①	②	③	④	⑤

14. **Did any of the following events take place this school year? If so, what was the source of these changes?**

(MARK ONE ON EACH LINE)

	Decision to change at district or state level	Decision to change at school level	Decision to change at department level	Personal decision to make change	Decision to change did not occur
a. Changed classroom testing practices	①	②	③	④	⑤
b. Changed standards for evaluation of student performance	①	②	③	④	⑤
c. Changed curricular focus	①	②	③	④	⑤
d. Changed teaching practices	①	②	③	④	⑤

15. **To what extent do you agree with each of the following statements describing student behavior and policies in your school?**

(MARK ONE ON EACH LINE)

	Strongly agree	Agree	Disagree	Strongly disagree
a. The amount of student tardiness, class cutting, and absenteeism in this school interferes with my teaching	①	②	③	④
b. The attitudes and habits students bring to my class greatly reduce their chances for academic success	①	②	③	④
c. Rules for student behavior are consistently enforced in this school	①	②	③	④

●16. **Indicate the degree to which each of the following is a problem with students in your school.**

(MARK ONE ON EACH LINE)

	Serious problem	Moderate problem	Minor problem	Not a problem
a. Tardiness	①	②	③	④
b. Physical conflicts among students	①	②	③	④
c. Gang activities	①	②	③	④
d. Robbery or theft	①	②	③	④
e. Vandalism	①	②	③	④
f. Absenteeism	①	②	③	④
g. Sale of drugs to students on the way to or from school and/or on school grounds	①	②	③	④
h. Use of alcohol	①	②	③	④
i. Use of illegal drugs	①	②	③	④
j. Possession of weapons	①	②	③	④
k. Physical abuse of teachers	①	②	③	④
l. Class cutting	①	②	③	④
m. Students under the influence of drugs/ alcohol while at school	①	②	③	④
n. Verbal abuse of teachers	①	②	③	④
o. Racial/ethnic conflicts among students	①	②	③	④
p. Cheating on tests or written assignments	①	②	③	④

PART IV. TEACHER BACKGROUND AND ACTIVITIES

● **1. What is your sex?**

(MARK ONE)

Male ..... ○
Female ..... ○

● **2. Which best describes you?**

(MARK ONE)

Asian or Pacific Islander 1
Hispanic, regardless of race 2
Black, not of Hispanic origin 3
White, not of Hispanic origin 4
American Indian or Alaskan Native 1

Note: For confidentiality reasons, "Asian or Pacific Islander" and "American Indian or Alaskan Native" were combined into a single category labeled "Other."

3. What is the year of your birth?

YEAR

19 ☐☐

→ *Please write the numbers in the boxes . . .*

→ *Then darken the ovals that correspond with the numbers above.*

● **4. Counting this year, how many years in total have you taught at either the elementary or secondary level?**

(IF ANSWER IS ZERO, WRITE "00")

Number of years taught at the elementary level (K-6) ☐☐

Number of years taught at the secondary level (7-12) ☐☐

● **5. Counting this year, how many years in total have you taught in this school?**

→ *Please write the numbers in the boxes . . .*

→ *Then darken the ovals that correspond with the numbers above.*

● **6. What is your employment status in this school or school system?**

(MARK ONE)

Regular full-time position ..... ○
Regular part-time position ..... ○
Substitute teacher ..... ○

● **7. What type of math and science teaching certifications do you hold from the state where you teach?**

(MARK ONE FOR EACH SUBJECT)

	Math	Science
I am not certified	4	4
Regular or Standard Certification offered in your state	1	1
Private school certification	5	5
Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period)	2	2
Temporary, provisional, or emergency certification (require additional coursework before regular certification can be obtained)	3	3
Both Regular/Standard certification and private school certification	6	6

● 8. **What academic degree(s) do you hold?**

(MARK ALL THAT APPLY)

No degree ..... ⑩
(SKIP TO QUESTION 11) ←
Associate degree ..... ⑪
(SKIP TO QUESTION 11 IF YOU HAVE RECEIVED AN ASSOCIATE DEGREE ONLY) ←
Bachelor's ..... ⑫
Master's ..... ⑬
Education specialist or professional diploma at least one year of work beyond master's level ..... ⑭
Doctorate ..... ⑮
First professional degree (e.g., M.D., D.D.S.) ..... ⑯

● 9. **What were your major and minor fields of study for your bachelor's degree?**

(MARK ALL THAT APPLY)

	Major	Minor
a. Education	⑰	⑱
b. Mathematics	⑲	⑳
c. Natural/physical sciences	㉑	㉒
d. Life/biological sciences	㉓	㉔
e. Computer science	㉕	㉖
f. Foreign language	㉗	㉘
g. English	㉙	㉚
h. History (or social studies/ social science)	㉛	㉜
i. Other	㉝	㉞

● 10. **What were your primary and secondary fields of study for your highest graduate degree?**

Not applicable; did not receive a graduate degree ..... ㉟

(MARK ALL THAT APPLY)

	Primary	Secondary
a. Education	㊱	㊲
b. Mathematics	㊳	㊴
c. Natural/physical sciences	㊵	㊶
d. Life/biological sciences	㊷	㊸
e. Computer science	㊹	㊺
f. Foreign language	㊻	㊼
g. English	㊽	㊾
h. History (or social studies/social science)	㊿	(51)
i. Other	(52)	(53)

● 11. **Darken the oval beside any of the following subjects which you have taught this year.**

(MARK ALL THAT APPLY)

Mathematics ..... (54)
Science ..... (55)
Humanities ..... (56)
English ..... (57)
Foreign language ..... (58)
Social science/social studies ..... (59)
History ..... (60)
Computer science ..... (61)
Vocational/technical/business education ..... (62)
Physical education ..... (63)
Special education ..... (64)
Other ..... (65)

12. **Darken the oval beside the courses which you have taught most frequently this year. If you have taught two or more courses with the same frequency, mark all of those courses.**

MATHEMATICS
- (01) General Math
- (02) Pre-Algebra
- (03) Algebra I
- (04) Algebra II
- (05) Geometry
- (06) Trigonometry
- (07) Pre-Calculus
- (08) Calculus
- (09) Consumer/Business Math
- (10) AP Calculus
- (11) Other Math

SCIENCE
- (12) General Science
- (13) General Physical Science
- (14) Earth Science
- (15) Principles of Technology
- (16) Biology
- (17) Chemistry
- (18) Physics
- (19) AP Science
- (20) Other Science

OTHER
- (21) Computer Science
- (22) Other non-math, non-science course

13. **How many undergraduate and graduate courses have you taken in the subject area you teach most frequently? A course is one that meets 2-5 classroom hours per week during one semester or quarter. If you don't know, please give your best estimate. IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES. IF TEACHING ANY SCIENCE SUBJECT, INCLUDE ALL SCIENCE COURSES.**

(MARK ONE ON EACH LINE)

	8 or more courses	5-7 courses	1-4 courses	None
a. Undergraduate courses	①	②	③	④
b. Graduate courses	①	②	③	④

14. **During the current (1991-92) school year, how often have you felt satisfied with your teaching job?**

(MARK ONE)

- Almost never ○
- Some of the time ○
- Most of the time ○
- All of the time ○

15. **Did either of the following take place within your teaching this school year?**

(MARK ONE ON EACH LINE)

	Yes	No
a. Started to teach a new subject	○	○
b. Started to teach a different ability level of students	○	○

16. **Have you received any of the following types of support in the last 12 months for in-service education in your main subject area(s)?**

(MARK ONE ON EACH LINE)

	Yes	No
a. Released time from teaching	○	○
b. Travel and/or per diem expenses	○	○
c. Stipend(s)	○	○
d. Professional growth credits	○	○

17. **Please indicate whether you have participated in any of the following activities during this past school year.**

(MARK ONE ON EACH LINE)

	Yes	No
a. School-system sponsored workshops during school year	○	○
b. School-system sponsored workshops during summer	○	○
c. School-wide curriculum committee	○	○
d. Department curriculum committee	○	○
e. Committee work or special assignment other than curriculum	○	○
f. University extension courses (non-credit bearing)	○	○
g. College courses in EDUCATION during school year	○	○
h. College courses in subject fields OTHER THAN EDUCATION during school year	○	○
i. College courses in EDUCATION during the summer	○	○
j. College courses in subjects OTHER THAN EDUCATION during the summer	○	○
k. Professional growth activities sponsored by professional association(s)	○	○

18. **Teacher enrichment programs can focus on many different topics, such as classroom techniques, advances in technology, applications of subjects, etc. Have you attended any teacher enrichment programs this year?**

Yes ○ → **(GO ON TO QUESTION 19 ON PAGE 33)**

No ○ → **(SKIP TO QUESTION 22 ON PAGE 33)**

19. **In the teacher enrichment programs you attended this year, were any of the following topics discussed?**

(MARK ONE ON EACH LINE)

	Yes	No
a. Uses of technology	○	○
b. Applications of science and math	○	○
c. In-depth study of a specialized subject	○	○
d. Student assessment	○	○
e. Classroom management	○	○
f. Cooperative learning	○	○
g. Improving higher order thinking skills	○	○

IF YOU ANSWERED "NO" TO 19 a-g, SKIP TO QUESTION 22.

20. **During the enrichment programs you attended, how long did the coverage of each of the following topics last?**

(MARK ONE ON EACH LINE)

	Was not covered	1 day or less	2-4 days	5 days or more
a. Uses of technology	①	②	③	④
b. Applications of science and math	①	②	③	④
c. In-depth study of a specialized subject	①	②	③	④
d. Student assessment	①	②	③	④
e. Classroom management	①	②	③	④
f. Cooperative learning	①	②	③	④
g. Improving higher order thinking skills	①	②	③	④

21. **Did your participation in enrichment programs have any of the following effects on you or your teaching?**

(MARK ALL THAT APPLY FOR EACH TOPIC)

	Was not discussed	Was not helpful	Changed my thinking in this area	Encouraged me to seek further information on this topic	Changed my teaching practices
a. Uses of technology	①	②	③	④	⑤
b. Applications of science and math	①	②	③	④	⑤
c. In-depth study of a specialized subject	①	②	③	④	⑤
d. Student assessment	①	②	③	④	⑤
e. Classroom management	①	②	③	④	⑤
f. Cooperative learning	①	②	③	④	⑤
g. Improving higher order thinking skills	①	②	③	④	⑤

22. **During the first semester of the current school year, how many days of teaching did you miss for any reason?**

(MARK ONE ON EACH LINE)

	0 days	1-2	3-4	5-7	8-11	12+days
a. Administrative leave	⑪	⑫	⑬	⑭	⑮	⑯
b. Illness	⑪	⑫	⑬	⑭	⑮	⑯

23. **How often did a supervisor or official from your school or district formally observe your teaching during the first semester of the current school year?**

(MARK ONE)

- Not allowed to observe ⑪
- Never ⑫
- One time only ⑬
- Two to three times a semester/term ⑭
- At least once a month ⑮
- At least once a week ⑯

DATE COMPLETED:

Month	Day	Year
01 02 03 04 05 06 07 08 09 10 11 12	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	92

Please continue with Question 24 on page 35

24. **Please provide the information requested below so we can reach you if any clarification of your responses is needed. (Please print)**

(Last name)	(First name)	(MI)	(Maiden name)

(Telephone Number) ⊃ Home Best time of day to call: ⊃ AM ⊃ PM

(Telephone Number) ⊃ Office (school) Best time of day to call: ⊃ AM ⊃ PM

THANK YOU FOR YOUR COOPERATION

Appendix F

Critical Items from the Second

Follow-Up Teacher Questionnaire

NELS:88 Second Follow-Up
Teacher Questionnaire Critical Items

Variable Name	Description
F2T2_3	Track of class in which teacher instructed student
F2T2_4	Achievement level of student in class compared to average 12th grader
F2T2_5	Number of students enrolled in class
F2T2_7	Why teacher was assigned to class
F2T2_14	Emphasis given to instructional objectives in math class
F2T2_15	Topics taught or reviewed in math class
F2T2_18	Emphasis given to instructional objectives in science class
F2T2_19	Frequency of instructional activities in science class
F2T2_20	Topics taught or reviewed in biology class
F2T2_21	Topics taught or reviewed in chemistry class
F2T2_22	Topics taught or reviewed in physics class
F2T3_13	School personnel provided teaching or other assistance to teacher
F2T3_16	Degree to which student behaviors are problems at school
F2T4_1	Gender of teacher
F2T4_2	Race of teacher
F2T4_4	Number of years taught at elementary and secondary level
F2T4_5	Number of years taught at current school
F2T4_6	Employment status in school system
F2T4_7	Type of state math and science certification held
F2T4_8	Academic degrees held by respondent
F2T4_9	Minor and major fields of study for bachelor's degree
F2T4_10	Primary and secondary fields of study for highest graduate degree
F2T4_11	Subjects taught this year

Appendix G

Second Follow-Up Teacher

Abbreviated Questionnaire Items

NELS:88 Second Follow-Up
Abbreviated Teacher Questionnaire Items

Variable Name	Description
F2T1_2	Is student motivated to get good grades
F2T1_3	Does student relate well to others
F2T1_4	Student motivated to pursue postsecondary education
F2T1_5	Does student talk with teacher outside of class about school work
F2T1_6A	Spoken with parents about with student's academic performance
F2T1_6B	Spoken with parents abou. problems with student's behaviors in school
F2T1_6C	Spoken with parents about student's homework assignments
F2T1_6D	Spoken with parents about student's absenteeism
F2T1_8	Level of difficulty of class
F2T1_10	Is student's performance limited by English language proficiency
F2T1_11	Does student perform below ability
F2T1_12	Does student complete homework on time
F2T1_13	How often student is absent
F2T1_14	How often is student tardy
F2T1_15	How often is student attentive in class
F2T1_16	How often is student disruptive in class
F2T2_3	Track of class in which teacher instructed student
F2T2_4	Achievement of student in class compared to average twelfth grader
F2T2_5	Number of students enrolled in class
F2T2_6	Number of racial/ethnic minority students in class
F2T2_7	Why teacher was assigned to class
F2T2_8	Minutes of homework assigned each day
F2T2_14A	Emphasis given to understanding nature of proofs
F2T2_14B	Emphasis given to memorizing facts, rules, and steps
F2T2_14C	Emphasis given to learning to represent problems in multiple ways
F2T2_14D	Emphasis given to integrating different branches of mathematics
F2T2_14E	Emphasis given to understanding multiple approaches to problems
F2T2_14F	Emphasis given to performing calculations with speed and accuracy
F2T2_14G	Emphasis given to showing importance of math in daily life
F2T2_14H	Emphasis given to solving equations
F2T2_14I	Emphasis given to raising questions and formulating conjectures
F2T2_14J	Emphasis given to increasing students' interest in math
F2T2_15A	Were integers taught or reviewed
F2T2_15B	Were patterns and functions taught or reviewed
F2T2_15C	Were linear equations taught or reviewed
F2T2_15D	Were polynomials taught or reviewed
F2T2_15E	Were properties of geometric figures taught or reviewed
F2T2_15F	Was coordinate geometry taught or reviewed
F2T2_15G	Were proofs taught or reviewed
F2T2_15H	Was trigonometry taught or reviewed
F2T2_15I	Was statistics taught or reviewed

NELS:88 Second Follow-Up
Abbreviated Teacher Questionnaire Items

Variable Name	Description
F2T2_15J	Was probability taught or reviewed
F2T2_15K	Was calculus taught or reviewed
F2T2_19A	Frequency of individual or small group experiments or observations
F2T2_19B	Frequency of demonstrations or leading students in observations
F2T2_19C	Frequency of written reports on experiments or observations
F2T2_19D	Frequency of discussions on current issues or events in science
F2T2_19E	Frequency of computer use of data collection and analysis
F2T2_19F	Frequency of computer use for demonstrations/simulations
F2T2_19G	Frequency of students giving oral reports
F2T2_19H	Frequency of students designing and conducting own projects
F2T2_19I	Frequency of discussions of opportunities in science and technology
F2T2_19J	Frequency of discussions about controversial technologies
F2T2_20A	Was cell structure and function taught or reviewed
F2T2_20B	Was genetics taught or reviewed
F2T2_20C	Was diversity of life taught or reviewed
F2T2_20D	Was metabolism and regulation of the organism taught or reviewed
F2T2_20E	Was behavior of the organism taught or reviewed
F2T2_20F	Was reproduction of the organism taught or reviewed
F2T2_20G	Was human biology taught or reviewed
F2T2_20H	Was evolution taught or reviewed
F2T2_20I	Was ecology taught or reviewed
F2T2_21A	Was atomic and molecular structure taught or reviewed
F2T2_21B	Were properties of and changes in matter taught or reviewed
F2T2_21C	Was the periodic system taught or reviewed
F2T2_21D	Were energy relationships in chemical systems taught or reviewed
F2T2_21E	Were reactions taught or reviewed
F2T2_21F	Was inorganic chemistry taught or reviewed
F2T2_21G	Was organic chemistry taught or reviewed
F2T2_21H	Was environmental chemistry taught or reviewed
F2T2_21I	Were chemistry of life processes taught or reviewed
F2T2_21J	Was nuclear chemistry taught or reviewed
F2T2_22A	Were forms and sources of energy taught or reviewed
F2T2_22B	Were forces, time, and motion taught or reviewed
F2T2_22C	Were molecular or nuclear physics taught or reviewed
F2T2_22D	Were energy or matter transformations taught or reviewed
F2T2_22E	Were sound and vibrations taught or reviewed
F2T2_22F	Was light taught or reviewed
F2T2_22G	Were electricity and magnetism taught or reviewed
F2T2_22H	Were solids, fluids, and gases taught or reviewed
F2T3_1A	Classroom control over selecting textbooks
F2T3_1B	Classroom control over selecting content, topics, and skills taught

NELS:88 Second Follow-Up
Abbreviated Teacher Questionnaire Items

Variable Name	Description
F2T3_1C	Classroom control over selecting teaching techniques
F2T3_1D	Classroom control over disciplining students
F2T3_1E	Classroom control over determining amount of homework
F2T4_1	Gender of teacher
F2T4_2	Race of teacher
F2T4_7	Type of state math and science certification held
F2T4_14	Teacher's satisfaction with teaching job

Appendix H

Public Use Record Layout for the NELS:88

Second Follow-Up Teacher Tape

NELS:88 Second Follow-Up Public Use Teacher Data File Record Layout (Magnetic Tape Version)

The original EBCDIC files delivered on magnetic tape have the following structure (where LRECL = logical record layout and BLKSIZE = blocking factor):

raw data:	LRECL = 478,	BLKSIZE = 27724
SAS and SPSS-X cards:	LRECL = 80,	BLKSIZE = 27920

VARIABLE NAME	POSITION
STU_ID	1-7
F2SCH_ID	8-12
F2TCH_ID	13-16
F2SUBJCT	17-17
F2CLS_ID	18-19
F2T1_2	20-20
F2T1_3	21-21
F2T1_4	22-22
F2T1_5	23-23
F2T1_6A	24-24
F2T1_6B	25-25
F2T1_6C	26-26
F2T1_6D	27-27
F2T1_7	28-28
F2T1_8	29-29
F2T1_9	30-30
F2T1_10	31-31
F2T1_11	32-32
F2T1_12	33-33
F2T1_13	34-34
F2T1_14	35-35
F2T1_15	36-36
F2T1_16	37-37
F2T1_17A	38-38
F2T1_17B	39-39
F2T1_17C	40-40
F2T1_17D	41-41
F2T1_18A	42-42
F2T1_18B	43-43
F2T1_19A	44-44
F2T1_19B	45-45
F2T1_19C	46-46
F2T2_3	47-47
F2T2_4	48-48
F2T2_5	49-50

F2T2_6	51-52
F2T2_7A	53-53
F2T2_7B	54-54
F2T2_7C	55-55
F2T2_7D	56-56
F2T2_7E	57-57
F2T2_7F	58-58
F2T2_8	59-61
F2T2_9A	62-62
F2T2_9B	63-63
F2T2_9C	64-64
F2T2_10	65-67
F2T2_11	68-70
F2T2_12A	71-72
F2T2_12B	73-74
F2T2_12C	75-76
F2T2_12D	77-78
F2T2_12E	79-80
F2T2_12F	81-82
F2T2_12G	83-84
F2T213AA	85-85
F2T213AB	86-86
F2T213AC	87-87
F2T213AD	88-88
F2T213AE	89-89
F2T213AF	90-90
F2T213AG	91-91
F2T213AH	92-92
F2T213AI	93-93
F2T2_13B	94-94
F2T2_14A	95-95
F2T2_14B	96-96
F2T2_14C	97-97
F2T2_14D	98-98
F2T2_14E	99-99
F2T2_14F	100-100
F2T2_14G	101-101
F2T2_14H	102-102
F2T2_14I	103-103
F2T2_14J	104-104
F2T2_15A	105-105
F2T2_15B	106-106
F2T2_15C	107-107
F2T2_15D	108-108
F2T2_15E	109-109
F2T2_15F	110-110
F2T2_15G	111-111
F2T2_15H	112-112
F2T2_15I	113-113

F2T2_15J	114-114
F2T2_15K	115-115
F2T2_16	116-117
F2T217AA	118-118
F2T217AB	119-119
F2T217AC	120-120
F2T2_17B	121-121
F2T2_18A	122-122
F2T2_18B	123-123
F2T2_18C	124-124
F2T2_18D	125-125
F2T2_18E	126-126
F2T2_18F	127-127
F2T2_18G	128-128
F2T2_18H	129-129
F2T2_19A	130-130
F2T2_19B	131-131
F2T2_19C	132-132
F2T2_19D	133-133
F2T2_19E	134-134
F2T2_19F	135-135
F2T2_19G	136-136
F2T2_19H	137-137
F2T2_19I	138-138
F2T2_19J	139-139
F2T2_20	140-140
F2T2_20A	141-141
F2T2_20B	142-142
F2T2_20C	143-143
F2T2_20D	144-144
F2T2_20E	145-145
F2T2_20F	146-146
F2T2_20G	147-147
F2T2_20H	148-148
F2T2_20I	149-149
F2T2_21	150-150
F2T2_21A	151-151
F2T2_21B	152-152
F2T2_21C	153-153
F2T2_21D	154-154
F2T2_21E	155-155
F2T2_21F	156-156
F2T2_21G	157-157
F2T2_21H	158-158
F2T2_21I	159-159
F2T2_21J	160-160
F2T2_22	161-161
F2T2_22A	162-162
F2T2_22B	163-163

F2T2_22C	164-164
F2T2_22D	165-165
F2T2_22E	166-166
F2T2_22F	167-167
F2T2_22G	168-168
F2T2_22H	169-169
F2T2_23	170-170
F2T2_24	171-171
F2T2_25	172-172
F2T2_26	173-173
F2T3_1A	174-175
F2T3_1B	176-177
F2T3_1C	178-179
F2T3_1D	180-181
F2T3_1E	182-183
F2T3_2A	184-184
F2T3_2B	185-185
F2T3_2C	186-186
F2T3_2D	187-187
F2T3_2E	188-188
F2T3_2F	189-189
F2T3_3A	190-190
F2T3_3B	191-191
F2T3_3C	192-192
F2T3_3D	193-193
F2T3_3E	194-194
F2T3_3F	195-195
F2T3_3G	196-196
F2T3_4	197-197
F2T3_5A	198-198
F2T3_5B	199-199
F2T3_5C	200-200
F2T3_5D	201-201
F2T3_5E	202-202
F2T3_5F	203-203
F2T3_5G	204-204
F2T3_5H	205-205
F2T3_5I	206-206
F2T3_5J	207-207
F2T3_5K	208-208
F2T3_5L	209-209
F2T3_5M	210-210
F2T3_5N	211-211
F2T3_6	212-212
F2T3_6A	213-213
F2T3_6B	214-214
F2T3_6C	215-215
F2T3_6D	216-216
F2T3_6E	217-217

F2T3_6F	218-218
F2T3_7A	219-219
F2T3_7B	220-220
F2T3_7C	221-221
F2T3_7D	222-222
F2T3_7E	223-223
F2T3_7F	224-224
F2T3_7G	225-225
F2T3_7H	226-226
F2T3_7I	227-227
F2T3_8A	228-228
F2T3_8B	229-229
F2T3_8C	230-230
F2T3_8D	231-231
F2T3_8E	232-232
F2T3_8F	233-233
F2T3_8G	234-234
F2T3_8H	235-235
F2T3_9A	236-236
F2T3_9B	237-237
F2T3_9C	238-238
F2T3_9D	239-239
F2T3_9E	240-240
F2T3_10A	241-241
F2T3_10B	242-242
F2T3_10C	243-243
F2T3_10D	244-244
F2T3_10E	245-245
F2T3_10F	246-246
F2T3_10G	247-247
F2T3_10H	248-248
F2T3_11A	249-249
F2T3_11B	250-250
F2T3_11C	251-251
F2T3_11D	252-252
F2T3_11E	253-253
F2T3_11F	254-254
F2T3_11G	255-255
F2T3_11H	256-256
F2T3_12A	257-257
F2T3_12B	258-258
F2T3_12C	259-259
F2T3_12D	260-260
F2T3_12E	261-261
F2T3_12F	262-262
F2T3_12G	263-263
F2T3_13A	264-264
F2T3_13B	265-265
F2T3_13C	266-266

F2T3_13D	267-267
F2T3_13E	268-268
F2T3_13F	269-269
F2T3_14A	270-270
F2T3_14B	271-271
F2T3_14C	272-272
F2T3_14D	273-273
F2T3_15A	274-274
F2T3_15B	275-275
F2T3_15C	276-276
F2T3_16A	277-277
F2T3_16B	278-278
F2T3_16C	279-279
F2T3_16D	280-280
F2T3_16E	281-281
F2T3_16F	282-282
F2T3_16G	283-283
F2T3_16H	284-284
F2T3_16I	285-285
F2T3_16J	286-286
F2T3_16K	287-287
F2T3_16L	288-288
F2T3_16M	289-289
F2T3_16N	290-290
F2T3_16O	291-291
F2T3_16P	292-292
F2T4_1	293-293
F2T4_2	294-294
F2T4_3	295-296
F2T4_4A	297-298
F2T4_4B	299-300
F2T4_5	301-302
F2T4_6	303-303
F2T4_7A	304-305
F2T4_7B	306-307
F2T4_8A	308-308
F2T4_8B	309-309
F2T4_8C	310-310
F2T4_8D	311-311
F2T4_8E	312-312
F2T4_8F	313-313
F2T4_8G	314-314
F2T4_9A1	315-315
F2T4_9B1	316-316
F2T4_9C1	317-317
F2T4_9D1	318-318
F2T4_9E1	319-319
F2T4_9F1	320-320
F2T4_9G1	321-321

F2T4_9H1	322-322
F2T4_9I1	323-323
F2T4_9A2	324-324
F2T4_9B2	325-325
F2T4_9C2	326-326
F2T4_9D2	327-327
F2T4_9E2	328-328
F2T4_9F2	329-329
F2T4_9G2	330-330
F2T4_9H2	331-331
F2T4_9I2	332-332
F2T4_10	333-333
F2T410A1	334-334
F2T410B1	335-335
F2T410C1	336-336
F2T410D1	337-337
F2T410E1	338-338
F2T410F1	339-339
F2T410G1	340-340
F2T410H1	341-341
F2T410I1	342-342
F2T410A2	343-343
F2T410B2	344-344
F2T410C2	345-345
F2T410D2	346-346
F2T410E2	347-347
F2T410F2	348-348
F2T410G2	349-349
F2T410H2	350-350
F2T410I2	351-351
F2T4_11A	352-352
F2T4_11B	353-353
F2T4_11C	354-354
F2T4_11D	355-355
F2T4_11E	356-356
F2T4_11F	357-357
F2T4_11G	358-358
F2T4_11H	359-359
F2T4_11I	360-360
F2T4_11J	361-361
F2T4_11K	362-362
F2T4_11L	363-363
F2T4_12A	364-364
F2T4_12B	365-365
F2T4_12C	366-366
F2T4_12D	367-367
F2T4_12E	368-368
F2T4_12F	369-369
F2T4_12G	370-370

F2T4_12H	371-371
F2T4_12I	372-372
F2T4_12J	373-373
F2T4_12K	374-374
F2T4_12L	375-375
F2T4_12M	376-376
F2T4_12N	377-377
F2T4_12O	378-378
F2T4_12P	379-379
F2T4_12Q	380-380
F2T4_12R	381-381
F2T4_12S	382-382
F2T4_12T	383-383
F2T4_12U	384-384
F2T4_12V	385-385
F2T4_13A	386-386
F2T4_13B	387-387
F2T4_14	388-388
F2T4_15A	389-389
F2T4_15B	390-390
F2T4_16A	391-391
F2T4_16B	392-392
F2T4_16C	393-393
F2T4_16D	394-394
F2T4_17A	395-395
F2T4_17B	396-396
F2T4_17C	397-397
F2T4_17D	398-398
F2T4_17E	399-399
F2T4_17F	400-400
F2T4_17G	401-401
F2T4_17H	402-402
F2T4_17I	403-403
F2T4_17J	404-404
F2T4_17K	405-405
F2T4_18	406-406
F2T4_19A	407-407
F2T4_19B	408-408
F2T4_19C	409-409
F2T4_19D	410-410
F2T4_19E	411-411
F2T4_19F	412-412
F2T4_19G	413-413
F2T4_20A	414-414
F2T4_20B	415-415
F2T4_20C	416-416
F2T4_20D	417-417
F2T4_20E	418-418
F2T4_20F	419-419

F2T4_20G	420-420	
F2T421A1	421-421	
F2T421A2	422-422	
F2T421A3	423-423	
F2T421A4	424-424	
F2T421A5	425-425	
F2T421B1	426-426	
F2T421B2	427-427	
F2T421B3	428-428	
F2T421B4	429-429	
F2T421B5	430-430	
F2T421C1	431-431	
F2T421C2	432-432	
F2T421C3	433-433	
F2T421C4	434-434	
F2T421C5	435-435	
F2T421D1	436-436	
F2T421D2	437-437	
F2T421D3	438-438	
F2T421D4	439-439	
F2T421D5	440-440	
F2T421E1	441-441	
F2T421E2	442-442	
F2T421E3	443-443	
F2T421E4	444-444	
F2T421E5	445-445	
F2T421F1	446-446	
F2T421F2	447-447	
F2T421F3	448-448	
F2T421F4	449-449	
F2T421F5	450-450	
F2T421G1	451-451	
F2T421G2	452-452	
F2T421G3	453-453	
F2T421G4	454-454	
F2T421G5	455-455	
F2T4_22A	456-457	
F2T4_22B	458-459	
F2T4_23	460-461	
F2T4_23M	462-463	
F2T4_23D	464-465	
F2CXTWT	466-475	4*
F2CXTFLG	476-476	
F2TEQFLG	477-477	
F2F1SCFL	478-478	

* Denotes a float variable. The number listed indicates the largest possible number of digits that may appear to the right of the decimal point.

Appendix I

NELS:88 Second Follow-Up Teacher Codebook

Note: Because the teacher component is a contextual data source for second follow-up students, the frequencies appearing in this codebook are reported at the student level. The teacher data file has been structured to reflect the number of second follow-up student participants for whom teacher questionnaire data are available (N=15,695). Weighted frequencies reflect the use of the second follow-up student contextual weight (F2CXTWT).

For the user's convenience, some second follow-up questionnaire variables were recoded to facilitate using NELS:88 second follow-up student-level teacher data in cross-wave and cross-cohort analyses. These recodes generally involved the reordering of item values. Codebook item values and value labels reflect these recodes, as does the teacher questionnaire that appears in Appendix E. Before program set-up, users are advised to read the codebook entries carefully.

All variables are included in both public and private use versions of the data file; however, some variables which were modified or suppressed as a result of confidentiality analyses are so noted in this codebook.

Question STU_ID — Tape Pos. 1-7, Format: I7

STU_ID STUDENT ID

Student ID

Question F2SCH_ID — Tape Pos. 8-12, Format: I5

F2SCH_ID SCHOOL ID

School ID

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question F2TCH_ID — Tape Pos. 13-16, Format: I4

F2TCH_ID SEQUENTIAL TEACHER ID

Sequential teacher ID

Question F2SUBJCT — Tape Pos. 17-17, Format: A1

F2SUBJCT CLASS SUBJECT

Class subject

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MATHEMATICS	M	6489	41.3%	60.0%
SCIENCE	S	4372	27.9%	40.0%
RESERVED CODES:				
N/A-STU NOT ENROLLED IN MATH/SCIENCE		4834	30.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question F2CLS_ID — Tape Pos. 18-19, Format: I2

F2CLS_ID CLASS ID NUMBER

Class ID number

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	01	7655	48.8%	100.0%
RESERVED CODES:				
NO TEACHER QUEX	0000.0000	5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Values 91 (no math class) and 92 (no science class) indicate that a student's teacher did not complete the class information section (part 2) of the teacher questionnaire for that mathematics or science student.

PART I: STUDENT INFORMATION

Question 1_2 — Tape Pos. 20-20, Format: I1

F2T1_2 STUDENT MOTIVATED TO WRK FOR GOOD GRADES

Is this student motivated to work hard for good grades?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6450	41.1%	63.8%
NO	2	2946	18.8%	32.9%
DON'T KNOW	3	378	2.4%	3.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	79	0.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_3 — Tape Pos. 21-21, Format: I1

F2T1_3 STUDENT RELATES WELL TO OTHERS

Does this student seem to relate well to others?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8866	56.5%	90.0%
NO	2	875	5.6%	10.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	112	0.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_4 — Tape Pos. 22-22, Format: I1

F2T1_4 STUDENT MOTIVATED TO PURSUE POSTSEC ED

Does this student seem motivated to pursue postsecondary education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7539	48.0%	75.3%
NO	2	2087	13.3%	24.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	225	1.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_5 — Tape Pos. 23-23, Format: I1

F2T1_5 STUDENT TALKS WITH TCHR OUTSIDE OF CLASS

Does this student talk with you outside of class about school work?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4332	27.6%	43.9%
NO	2	5405	34.4%	56.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	116	0.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_6

Have you spoken with the student's parents/guardians this year about the following?

Question 1_6A — Tape Pos. 24-24, Format: I1

F2T1_6A SPOKEN TO PARENTS ABT STUDNT PERFORMANCE

Problems with student's academic performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1707	10.9%	18.4%
NO	2	8042	51.2%	81.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	103	0.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

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Question 1_6B — Tape Pos. 25-25, Format: I1

F2T1_6B SPOKEN TO PARENTS ABOUT STUDENT BEHAVIOR

Problems with student's behavior in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	453	2.9%	5.1%
NO	2	9278	59.1%	94.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	122	0.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_6C — Tape Pos. 26-26, Format: I1

F2T1_6C SPOKEN TO PARENTS ABOUT STUDENT HOMEWORK

Student's homework assignments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1366	8.7%	15.3%
NO	2	8352	53.2%	84.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	132	0.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_6D — Tape Pos. 27-27, Format: I1

F2T1_6D SPOKEN TO PARENTS ABT STUDNT ABSENTEEISM

Student's absenteeism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	545	3.5%	6.2%
NO	2	9151	58.3%	93.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	157	1.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_7 — Tape Pos. 28-28, Format: I1

F2T1_7 PARENTS' LEVEL OF INVOLVEMENT

How involved are the parents of this student in his/her academic performance?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT INVOLVED	1	1182	7.5%	13.5%
SOMEWHAT INVOLVED	2	2043	13.0%	22.3%
VERY INVOLVED	3	1684	10.7%	17.1%
DON'T KNOW	4	4409	28.1%	47.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	534	3.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_8 — Tape Pos. 29-29, Format: I1

F2T1_8 DIFFICULTY LEVEL OF CLASS FOR STUDENT

The difficulty level of this class is...

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
TOO DIFFICULT FOR THIS STUDENT	1	1141	7.3%	12.0%
NOT CHALLENGING ENOUGH FOR THIS STUDENT	2	695	4.4%	7.0%
THE APPROPRIATE LEVEL FOR THIS STUDENT	3	7924	50.5%	81.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	92	0.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_9 — Tape Pos. 30-30, Format: I1

F2T1_9 STUDENT'S NATIVE LANGUAGE IS ENGLISH

Is this student's native language English? (Note: Native language -- first language learned to speak as a child)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7987	50.9%	89.9%
NO	2	587	3.7%	5.4%
DON'T KNOW	3	552	3.5%	4.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	726	4.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_10 — Tape Pos. 31-31, Format: I1

F2T1_10 STU PERFORMNCE LIMITED BY ENGL PROFICNCY

Is this student's academic performance in your class limited by his or her level of English language proficiency?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	234	1.5%	2.4%
NO	2	9506	60.6%	97.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	113	0.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_11 — Tape Pos. 32-32, Format: I1

F2T1_11 STUDENT PERFORMS BELOW ABILITY

Does this student consistently perform below ability?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2481	15.8%	27.8%
NO	2	7228	46.1%	72.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	144	0.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_12 — Tape Pos. 33-33, Format: I1

F2T1_12 HOW OFTEN STUDENT COMPLETES HOMEWORK

How often does this student complete homework assignments on time?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	170	1.1%	1.6%
RARELY	2	797	5.1%	8.9%
SOME OF THE TIME	3	1890	12.0%	21.1%
MOST OF THE TIME	4	4032	25.7%	40.7%
ALL OF THE TIME	5	2817	17.9%	27.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	146	0.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_13 — Tape Pos. 34-34, Format: I1

F2T1_13 HOW OFTEN STUDENT IS ABSENT

How often is this student absent?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	944	6.0%	8.2%
RARELY	2	5653	36.0%	58.5%
SOME OF THE TIME	3	2769	17.6%	29.4%
MOST OF THE TIME	4	340	2.2%	3.6%
ALL OF THE TIME	5	33	0.2%	0.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	114	0.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_14 — Tape Pos. 35-35, Format: I1

F2T1_14 HOW OFTEN STUDENT IS TARDY

How often is this student tardy?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	4466	28.5%	45.1%
RARELY	2	3717	23.7%	37.6%
SOME OF THE TIME	3	1307	8.3%	14.8%
MOST OF THE TIME	4	209	1.3%	2.2%
ALL OF THE TIME	5	26	0.2%	0.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	127	0.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_15 — Tape Pos. 36-36, Format: I1

F2T1_15 HOW OFTEN STUDENT IS ATTENTIVE IN CLASS

How often is this student attentive in class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	87	0.6%	1.0%
RARELY	2	448	2.9%	4.7%
SOME OF THE TIME	3	1785	11.4%	18.9%
MOST OF THE TIME	4	4858	31.1%	50.7%
ALL OF THE TIME	5	2528	16.1%	24.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	115	0.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_16 — Tape Pos. 37-37, Format: I1

F2T1_16 HOW OFTEN STUDENT IS DISRUPTIVE IN CLASS

How often is this student disruptive in class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	6827	43.5%	66.7%
RARELY	2	1875	11.9%	20.9%
SOME OF THE TIME	3	868	5.5%	10.6%
MOST OF THE TIME	4	143	0.9%	1.6%
ALL OF THE TIME	5	18	0.1%	0.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	122	0.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_17

Have you spoken to a guidance counselor or another teacher this school year about the following?

Question 1_17A — Tape Pos. 38-38, Format: I1

F2T1_17A SPOKEN TO COUNSELOR-ACADEMIC PERFORMANCE

Student's academic performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2418	15.4%	28.3%
NO	2	6667	42.5%	71.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	768	4.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_17B — Tape Pos. 39-39, Format: I1

F2T1_17B SPOKEN TO COUNSELOR-BEHAVIOR IN SCHOOL

Student's behavior in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	913	5.8%	10.4%
NO	2	8153	51.9%	89.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	787	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_17C — Tape Pos. 40-40, Format: I1

F2T1_17C SPOKEN TO COUNSELOR-HOMEWORK ASSIGNMENTS

Student's homework assignments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1118	7.1%	13.7%
NO	2	7929	50.5%	86.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	805	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_17D — Tape Pos. 41-41, Format: I1

F2T1_17D SPOKEN TO COUNSELOR-ABSENTEEISM

Student's absenteeism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	832	5.3%	10.5%
NO	2	8205	52.3%	89.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	815	5.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_18

Have you...

Question 1_18A — Tape Pos. 42-42, Format: I1

F2T1_18A WRITTEN POST-SECONDARY SCHL REC FOR STU

written a recommendation for this student for a postsecondary institution?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1003	6.4%	9.7%
NO	2	8087	51.5%	90.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	763	4.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_18B — Tape Pos. 43-43, Format: I1

F2T1_18B WRITTEN JOB RECOMMENDATION FOR STUDENT

written a recommendation for this student for a summer job or a part-time or full-time job after high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	142	0.9%	2.1%
NO	2	8920	56.8%	97.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	791	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_19

Has this student discussed with you...

Question 1_19A — Tape Pos. 44-44, Format: I1

F2T1_19A STUDENT DISCUSSED COLLEGE CHOICES W/TCHR

college choices?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2543	16.2%	27.1%
NO	2	6532	41.6%	72.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	778	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_19B — Tape Pos. 45-45, Format: I1

F2T1_19B STUDENT DISCUSSED COLLEGE PROGRMS W/TCHR

college programs?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2130	13.6%	22.6%
NO	2	6913	44.0%	77.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	809	5.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 1_19C — Tape Pos. 46-46, Format: I1

F2T1_19C STUDENT DISCUSSED CAREER CHOICES W/TCHR

career choices?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2480	15.8%	28.2%
NO	2	6588	42.0%	71.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	785	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

PART II: CLASS INFORMATION

Question 2_3 — Tape Pos. 47-47, Format: I1

F2T2_3 'TRACK' CLASS IS CONSIDERED TO BE

Which of the following best describes the 'track' this class is considered to be?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
REMEDIAL	1	301	1.9%	3.4%
GENERAL	2	2081	13.3%	22.8%
VOC/TECH/BUSINESS	3	432	2.8%	5.2%
COLLEGE PREP/HONORS	4	5828	37.1%	59.7%
AP	5	1122	7.1%	8.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	83	0.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_4 — Tape Pos. 48-48, Format: I1

F2T2_4 ACHIEVEMENT LEVEL OF CLASS VS AVG STUD

Which of the following best describes the achievement level of the students in this class compared with the average 12th grade student in this school? This class consists primarily of students with:

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
HIGHER ACHIEVEMENT LEVELS	1	4973	31.7%	46.7%
AVERAGE ACHIEVEMENT LEVELS	2	2865	18.3%	31.5%
LOWER ACHIEVEMENT LEVELS	3	1121	7.1%	13.1%
WIDELY DIFFERING ACHIEVEMENT LEVELS	4	825	5.3%	8.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	69	0.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_5

Tape Pos. 49-50
Format: I2

F2T2_5 NUMBER OF STUDENTS ENROLLED IN CLASS

How many students are/were enrolled in this class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	01	13	0.1%	0.2%
	02	14	0.1%	0.2%
	03	17	0.1%	0.1%
	04	17	0.1%	0.1%
	05	57	0.4%	0.8%
	06	71	0.5%	0.8%
	07	85	0.5%	0.8%
	08	104	0.7%	0.8%
	09	126	0.8%	0.9%
	10	220	1.4%	2.0%
	11	133	0.8%	1.7%
	12	246	1.6%	1.9%
	13	166	1.1%	2.0%
	14	191	1.2%	1.4%
	15	296	1.9%	2.8%
	16	327	2.1%	2.9%
	17	293	1.9%	3.2%
	18	319	2.0%	2.9%
	19	196	1.2%	1.9%
	20	540	3.4%	5.3%
	21	247	1.6%	2.6%
	22	360	2.3%	3.9%
	23	357	2.3%	3.4%
	24	414	2.6%	4.3%
	25	653	4.2%	6.9%
	26	408	2.6%	4.6%
	27	311	2.0%	3.3%
	28	464	3.0%	5.3%
	29	193	1.2%	2.5%
	30	622	4.0%	6.6%
	31	187	1.2%	3.3%
	32	278	1.8%	3.2%
	33	151	1.0%	1.6%
	34	136	0.9%	1.1%
	35	203	1.3%	2.0%
	36	102	0.6%	0.8%
	37	62	0.4%	0.7%
	38	75	0.5%	0.5%
	39	55	0.4%	0.8%
	40	83	0.5%	0.7%
	41	27	0.2%	0.2%
	42	62	0.4%	0.5%
	43	23	0.1%	0.2%
	44	10	0.1%	0.1%
	45	39	0.2%	0.3%
	46	15	0.1%	0.1%
	47	35	0.2%	0.2%
	48	13	0.1%	0.1%
	49	13	0.1%	0.1%
	50	55	0.4%	0.5%
	51	7	0.0%	0.0%
	52	14	0.1%	0.1%
	53	12	0.1%	0.1%
	54	17	0.1%	0.1%
	55	49	0.3%	0.3%
	56	24	0.2%	0.2%
	57	27	0.2%	0.2%
	58	14	0.1%	0.1%
	59	3	0.0%	0.1%
	60	89	0.6%	0.7%
	61	1	0.0%	0.0%
	62	13	0.1%	0.1%
	63	5	0.0%	0.0%
	64	1	0.0%	0.0%
	65	36	0.2%	0.4%
	66	10	0.1%	0.1%
	67	9	0.1%	0.1%
	68	17	0.1%	0.1%
	69	2	0.0%	0.0%
	70	38	0.2%	0.4%
	71	14	0.1%	0.1%
	72	8	0.1%	0.1%
	73	2	0.0%	0.0%
	74	3	0.0%	0.0%
	75	44	0.3%	0.5%
	76	12	0.1%	0.1%
	77	6	0.0%	0.1%
	78	16	0.1%	0.1%
	79	9	0.1%	0.1%
	80	26	0.2%	0.3%
	81	17	0.1%	0.1%
	82	10	0.1%	0.1%
	83	2	0.0%	0.0%
	84	6	0.0%	0.0%
	85	15	0.1%	0.2%
	86	5	0.0%	0.0%
	87	14	0.1%	0.1%
	88	1	0.0%	0.0%
	90	38	0.2%	0.3%
	91	8	0.1%	0.1%
	92	4	0.0%	0.0%
	93	4	0.0%	0.0%
	94	10	0.1%	0.1%
	95	64	0.4%	0.6%
RESERVED CODES:				
NO TEACHER QUEX.....		5842	37.2%	(MISS)
MISSING.....	98	43	0.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_6

Tape Pos. 51-52
Format: I2

F2T2_6 NUMBER OF MINORITY STUDENTS IN CLASS

How many students in this class are from minority racial/ethnic groups (e.g., Black, Hispanic, Asian)? (If unsure, give your best estimate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	00	2071	13.2%	21.4%
	01	1318	8.4%	13.8%
	02	1061	6.8%	10.3%
	03	827	5.3%	8.5%
	04	544	3.5%	4.9%
	05	562	3.6%	5.3%
	06	381	2.4%	3.4%
	07	247	1.6%	2.4%
	08	260	1.7%	2.5%
	09	144	0.9%	1.6%
	10	255	1.6%	2.8%
	11	118	0.8%	1.2%
	12	176	1.1%	2.4%
	13	104	0.7%	1.2%
	14	96	0.6%	0.9%
	15	148	0.9%	1.6%
	16	92	0.6%	1.2%
	17	76	0.5%	0.6%
	18	87	0.6%	0.8%
	19	45	0.3%	0.5%
	20	151	1.0%	1.5%
	21	54	0.3%	0.7%
	22	64	0.4%	0.8%
	23	41	0.3%	0.6%
	24	61	0.4%	0.6%
	25	113	0.7%	1.6%
	26	65	0.4%	0.8%
	27	39	0.2%	0.4%
	28	46	0.3%	0.6%
	29	34	0.2%	0.3%
	30	103	0.7%	1.3%
	31	22	0.1%	0.2%
	32	37	0.2%	0.4%
	33	37	0.2%	0.4%
	34	26	0.2%	0.2%
	35	39	0.2%	0.4%
	36	14	0.1%	0.2%
	37	6	0.0%	0.0%
	38	16	0.1%	0.1%
	39	7	0.0%	0.0%
	40	8	0.1%	0.1%
	41	2	0.0%	0.0%
	42	2	0.0%	0.0%
	45	5	0.0%	0.0%
	46	4	0.0%	0.0%
	48	2	0.0%	0.0%
	50	5	0.0%	0.1%
	55	2	0.0%	0.0%
	56	4	0.0%	0.0%
	58	6	0.0%	0.0%
	60	7	0.0%	0.0%
	61	10	0.1%	0.1%
	63	1	0.0%	0.0%
	64	2	0.0%	0.0%
	65	3	0.0%	0.0%
	66	4	0.0%	0.0%
	70	4	0.0%	0.0%
	71	2	0.0%	0.0%
	75	1	0.0%	0.0%
	77	1	0.0%	0.0%
	80	3	0.0%	0.0%
	89	3	0.0%	0.0%
	90	4	0.0%	0.0%
	92	2	0.0%	0.0%
RESERVED CODES:				
NO TEACHER QUEX.....		5842	37.2%	(MISS)
MISSING.....	98	178	1.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_7

Why were you assigned to teach this class? (MARK ALL THAT APPLY)

Question 2_7A

Tape Pos. 53-53
Format: I1

F2T2_7A DEPT CHAIR ASSIGNED CLASS

My department chair or area coordinator assigned it to me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES.....	1	3907	24.9%	38.4%
DOES NOT APPLY.....	2	5875	37.4%	61.6%
RESERVED CODES:				
NO TEACHER QUEX.....		5842	37.2%	(MISS)
MISSING.....	8	71	0.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_7B — Tape Pos. 54-54, Format: I1

F2T2_7B ANOTHER ADMINSTRATOR ASSIGNED CLASS

Another school administrator assigned it to me

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2790	17.8%	29.9%
DOES NOT APPLY	2	6992	44.5%	70.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	71	0.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_7C — Tape Pos. 55-55, Format: I1

F2T2_7C TEACHER DECIDED TO TEACH CLASS

I decided to teach it

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3254	20.7%	32.2%
DOES NOT APPLY	2	6528	41.6%	67.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	71	0.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_7D — Tape Pos. 56-56, Format: I1

F2T2_7D TEACHER'S TURN TO TEACH CLASS

It was my turn to teach it

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	233	1.5%	2.7%
DOES NOT APPLY	2	9549	60.8%	97.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	71	0.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_7E — Tape Pos. 57-57, Format: I1

F2T2_7E TCHR WAS MOST QUALIFIED TO TEACH CLASS

I was most qualified to teach it

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4445	28.3%	44.2%
DOES NOT APPLY	2	5337	34.0%	55.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	71	0.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_7F — Tape Pos. 58-58, Format: I1

F2T2_7F TEACHER HAD THE MOST SENIORITY

I had the most senority

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	770	4.9%	7.1%
DOES NOT APPLY	2	9012	57.4%	92.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	71	0.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_8 — Tape Pos. 59-61, Format: I3

F2T2_8 MINUTES PER DAY OF HOMEWORK FOR CLASS

Approximately how much homework do you typically assign each day to this class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	238	1.5%	3.2%
	010	256	1.6%	2.6%
	011	1	0.0%	0.0%
	012	2	0.0%	0.0%
	015	739	4.7%	8.7%
	016	2	0.0%	0.0%
	018	4	0.0%	0.1%
	020	1386	8.8%	14.5%
	022	5	0.0%	0.0%
	023	3	0.0%	0.0%
	024	2	0.0%	0.0%
	025	286	1.8%	3.3%
	026	2	0.0%	0.0%
	028	1	0.0%	0.0%
	030	3178	20.2%	34.4%
	031	2	0.0%	0.0%
	033	5	0.0%	0.0%
	034	1	0.0%	0.0%
	035	207	1.3%	2.0%
	036	1	0.0%	0.0%
	037	2	0.0%	0.0%
	039	7	0.0%	0.1%
	040	670	4.3%	5.4%
	044	2	0.0%	0.0%
	045	1211	7.7%	12.2%
	050	208	1.3%	1.3%
	054	3	0.0%	0.0%
	055	30	0.2%	0.3%
	059	4	0.0%	0.0%
	060	925	5.9%	8.1%
	066	2	0.0%	0.0%
	070	10	0.1%	0.0%
	075	34	0.2%	0.4%
	079	1	0.0%	0.0%
	080	7	0.0%	0.2%
	085	2	0.0%	0.0%
	090	91	0.6%	0.8%
	100	9	0.1%	0.1%
	110	2	0.0%	0.0%
	115	2	0.0%	0.0%
	120	54	0.3%	0.4%
	129	2	0.0%	0.0%
	140	1	0.0%	0.0%
	150	6	0.0%	0.1%
	160	1	0.0%	0.0%
	180	11	0.1%	0.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	998	235	1.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_9

How often do you do each of the following with homework assignments?

Question 2_9A — Tape Pos. 62-62, Format: I1

F2T2_9A KEEP RECORDS OF WHO TURNED IN ASSIGNMENT

Keep records of who turned in the assignment

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALL OF THE TIME	1	5584	35.6%	65.1%
MOST OF THE TIME	2	1642	10.5%	17.9%
SOME OF THE TIME	3	1192	7.6%	12.4%
NEVER	4	467	3.0%	4.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	968	6.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_9B

Tape Pos. 63-63
Format: I1

F2T2_9B RETURN ASSIGNMENTS WITH GRADES/CORRECTNS

Return assignments with grades or corrections

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALL OF THE TIME	1	3838	24.5%	45.7%
MOST OF THE TIME	2	1713	10.9%	18.0%
SOME OF THE TIME	3	2036	13.0%	24.2%
NEVER	4	1185	7.6%	12.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1081	6.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_9C

Tape Pos. 64-64
Format: I1

F2T2_9C DISCUSS COMPLETED ASSIGNMENT IN CLASS

Discuss the completed assignment in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALL OF THE TIME	1	5786	36.9%	62.8%
MOST OF THE TIME	2	2130	13.6%	26.0%
SOME OF THE TIME	3	864	5.5%	10.0%
NEVER	4	94	0.6%	1.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	979	6.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_10

Tape Pos. 65-67
Format: I3

F2T2_10 MINUTES PER WEEK CLASS MEETS REGULARLY

Approximately how many minutes per week does this class meet regularly (not including lab periods)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	11	0.1%	0.1%
	015	1	0.0%	0.0%
	030	4	0.0%	0.0%
	034	5	0.0%	0.0%
	039	2	0.0%	0.0%
	040	14	0.1%	0.2%
	041	5	0.0%	0.1%
	042	26	0.2%	0.4%
	043	14	0.1%	0.2%
	044	8	0.1%	0.1%
	045	45	0.3%	0.6%
	046	6	0.0%	0.1%
	047	28	0.2%	0.3%
	048	31	0.2%	0.3%
	049	4	0.0%	0.0%
	050	115	0.7%	1.1%
	051	6	0.0%	0.1%
	052	23	0.1%	0.3%
	053	2	0.0%	0.0%
	054	3	0.0%	0.0%
	055	150	1.0%	1.6%
	056	1	0.0%	0.0%
	057	6	0.0%	0.0%
	058	2	0.0%	0.0%
	060	16	0.1%	0.3%
	062	1	0.0%	0.0%
	063	1	0.0%	0.0%
	070	1	0.0%	0.0%
	075	6	0.0%	0.1%
	080	4	0.0%	0.0%
	086	1	0.0%	0.0%
	090	7	0.0%	0.1%
	092	1	0.0%	0.0%
	094	1	0.0%	0.0%
	095	1	0.0%	0.0%
	096	1	0.0%	0.0%
	099	1	0.0%	0.0%
	100	40	0.3%	0.4%
	108	1	0.0%	0.0%
	110	10	0.1%	0.1%
	120	57	0.4%	0.6%
	123	4	0.0%	0.0%
	125	20	0.1%	0.2%
	126	7	0.0%	0.1%
	128	2	0.0%	0.0%
	129	2	0.0%	0.0%
	130	11	0.1%	0.1%
	132	1	0.0%	0.0%
	135	11	0.1%	0.3%
	138	1	0.0%	0.0%
	140	14	0.1%	0.1%
	141	2	0.0%	0.0%
	144	4	0.0%	0.0%
	145	13	0.1%	0.1%
	150	88	0.6%	1.3%
	155	14	0.1%	0.1%
	156	2	0.0%	0.0%
	157	3	0.0%	0.0%
	159	1	0.0%	0.0%
	160	52	0.3%	0.4%
	162	3	0.0%	0.0%
	164	1	0.0%	0.0%
	165	55	0.4%	0.6%
	167	1	0.0%	0.0%
	168	27	0.2%	0.3%
	170	14	0.1%	0.1%
	172	6	0.0%	0.1%
	175	24	0.2%	0.2%
	176	11	0.1%	0.1%
	180	142	0.9%	1.0%
	184	2	0.0%	0.0%
	185	6	0.0%	0.0%
	188	25	0.2%	0.1%
	190	23	0.1%	0.2%
	192	6	0.0%	0.1%
	193	2	0.0%	0.0%
	195	43	0.3%	0.3%
	196	2	0.0%	0.0%
	200	998	6.4%	10.6%
	201	1	0.0%	0.0%
	204	2	0.0%	0.0%
	205	85	0.5%	0.8%
	206	1	0.0%	0.0%
	207	1	0.0%	0.0%
	208	6	0.0%	0.1%
	210	329	2.1%	3.4%
	211	4	0.0%	0.0%
	212	14	0.1%	0.2%
	213	4	0.0%	0.0%
	214	3	0.0%	0.0%
	215	125	0.8%	1.5%
	218	1	0.0%	0.0%
	219	1	0.0%	0.0%
	220	297	1.9%	3.4%
	222	5	0.0%	0.1%
	224	3	0.0%	0.1%
	225	764	4.9%	8.9%
	228	2	0.0%	0.0%
	230	85	0.5%	1.0%
	234	2	0.0%	0.0%
	235	199	1.3%	1.8%
	236	1	0.0%	0.0%
	238	3	0.0%	0.0%
	240	226	1.4%	3.3%
	243	1	0.0%	0.0%
	244	6	0.0%	0.0%

Question 2_11

Tape Pos. 68-70
Format: I3

F2T2_11 MINUTES PER WEEK CLASS MEETS FOR LAB

Approximately how many minutes per week does this class have lab sessions? (If there is no lab, enter "000".)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	5884	37.5%	67.3%
	010	35	0.2%	0.2%
	015	36	0.2%	0.3%
	017	1	0.0%	0.0%
	020	85	0.5%	0.9%
	022	3	0.0%	0.0%
	024	2	0.0%	0.0%
	025	54	0.3%	0.6%
	028	1	0.0%	0.0%
	029	1	0.0%	0.0%
	030	269	1.7%	2.4%
	033	1	0.0%	0.0%
	035	11	0.1%	0.1%
	040	156	1.0%	1.4%
	041	2	0.0%	0.0%
	042	23	0.1%	0.2%
	043	8	0.1%	0.1%
	044	2	0.0%	0.0%
	045	150	1.0%	2.1%
	046	2	0.0%	0.0%
	047	23	0.1%	0.1%
	048	11	0.1%	0.1%
	049	3	0.0%	0.0%
	050	466	3.0%	5.8%
	051	6	0.0%	0.1%
	052	13	0.1%	0.1%
	053	16	0.1%	0.2%
	054	6	0.0%	0.1%
	055	287	1.8%	2.8%
	056	1	0.0%	0.0%
	057	4	0.0%	0.0%
	058	8	0.1%	0.2%
	059	1	0.0%	0.0%
	060	225	1.4%	2.4%
	061	11	0.1%	0.0%
	063	1	0.0%	0.1%
	065	4	0.0%	0.0%
	070	14	0.1%	0.1%
	075	25	0.2%	0.3%
	077	3	0.0%	0.0%
	080	107	0.7%	1.1%
	081	2	0.0%	0.0%
	082	18	0.1%	0.3%
	083	2	0.0%	0.0%
	084	33	0.2%	0.4%
	085	13	0.1%	0.2%
	086	24	0.2%	0.4%
	088	10	0.1%	0.1%
	090	169	1.1%	1.5%
	092	2	0.0%	0.0%
	093	3	0.0%	0.0%
	094	7	0.0%	0.1%
	095	5	0.0%	0.0%
	096	13	0.1%	0.2%
	099	1	0.0%	0.0%
	100	201	1.3%	2.1%
	102	6	0.0%	0.1%
	104	2	0.0%	0.0%
	105	20	0.1%	0.1%
	106	1	0.0%	0.0%
	108	4	0.0%	0.0%
	110	95	0.6%	0.8%
	111	2	0.0%	0.0%
	115	3	0.0%	0.0%
	116	1	0.0%	0.0%
	117	2	0.0%	0.0%
	118	1	0.0%	0.0%
	120	82	0.5%	1.0%
	125	34	0.2%	0.3%
	126	3	0.0%	0.0%
	129	2	0.0%	0.0%
	130	10	0.1%	0.1%
	132	3	0.0%	0.0%
	133	1	0.0%	0.0%
	135	21	0.1%	0.1%
	137	1	0.0%	0.0%
	140	4	0.0%	0.0%
	141	1	0.0%	0.0%
	144	2	0.0%	0.0%
	145	1	0.0%	0.0%
	150	43	0.3%	0.5%
	160	13	0.1%	0.1%
	165	14	0.1%	0.1%
	166	1	0.0%	0.0%
	168	5	0.0%	0.1%
	170	6	0.0%	0.1%
	175	6	0.0%	0.1%
	176	2	0.0%	0.0%
	180	19	0.1%	0.3%
	183	1	0.0%	0.0%
	184	1	0.0%	0.0%
	188	1	0.0%	0.0%
	200	26	0.2%	0.3%
	208	1	0.0%	0.0%
	210	2	0.0%	0.0%
	212	1	0.0%	0.0%
	215	2	0.0%	0.0%
	220	8	0.1%	0.1%
	225	10	0.1%	0.1%
	230	1	0.0%	0.0%
	235	5	0.0%	0.0%
	240	7	0.0%	0.1%
	242	1	0.0%	0.0%
	250	16	0.1%	0.2%
	260	1	0.0%	0.0%
	270	4	0.0%	0.0%
	245	45	0.3%	0.4%
	246	1	0.0%	0.0%
	247	1	0.0%	0.0%
	248	1	0.0%	0.0%
	249	3	0.0%	0.0%
	250	1728	11.0%	19.1%
	251	1	0.0%	0.0%
	252	5	0.0%	0.0%
	253	3	0.0%	0.0%
	255	46	0.3%	0.5%
	257	3	0.0%	0.0%
	258	6	0.0%	0.0%
	259	5	0.0%	0.0%
	260	126	0.8%	1.4%
	261	3	0.0%	0.0%
	262	4	0.0%	0.1%
	263	4	0.0%	0.0%
	265	159	1.0%	1.7%
	267	8	0.1%	0.1%
	268	2	0.0%	0.0%
	269	1	0.0%	0.0%
	270	128	0.8%	1.4%
	275	1391	8.9%	15.8%
	276	14	0.1%	0.1%
	280	68	0.4%	0.7%
	281	2	0.0%	0.0%
	282	6	0.0%	0.1%
	285	41	0.3%	0.4%
	287	6	0.0%	0.1%
	290	26	0.2%	1.0%
	295	5	0.0%	0.1%
	300	523	3.3%	6.2%
	305	4	0.0%	0.0%
	315	12	0.1%	0.2%
	316	1	0.0%	0.0%
	318	2	0.0%	0.0%
	320	10	0.1%	0.2%
	325	3	0.0%	0.0%
	330	34	0.2%	0.4%
	333	1	0.0%	0.0%
	335	1	0.0%	0.0%
	340	1	0.0%	0.0%
	348	1	0.0%	0.0%
	350	17	0.1%	0.2%
	352	1	0.0%	0.0%
	357	1	0.0%	0.0%
	360	12	0.1%	0.1%
	364	2	0.0%	0.0%
	365	1	0.0%	0.0%
	375	2	0.0%	0.0%
	385	3	0.0%	0.0%
	400	14	0.1%	0.3%
	408	1	0.0%	0.0%
	410	1	0.0%	0.0%
	415	1	0.0%	0.0%
	420	3	0.0%	0.0%
	440	6	0.0%	0.1%
	450	17	0.1%	0.2%
	470	1	0.0%	0.0%
	480	2	0.0%	0.0%
RESERVED CODES:				
NO TEACHER QUEX.....		5842	37.2%	(MISS)
MISSING.....	998	859	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

	275	10	0.1%	0.1%
	280	1	0.0%	0.0%
	282	1	0.0%	0.0%
	300	5	0.0%	0.0%
	350	2	0.0%	0.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	880	5.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_12

Indicate about what percent of class time is spent in a typical week doing each of the following with this class?

Question 2_12A — Tape Pos. 71-72, Format: I2

F2T2_12A CLASS TIME SPENT INSTRUCTING WHOLE CLASS

Providing instruction to the class as a whole

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	26	0.2%	0.6%
<10%	02	218	1.4%	2.3%
10-24%	03	940	6.0%	11.3%
25-49%	04	2560	16.3%	29.0%
50-74%	05	3928	25.0%	43.2%
75-100%	06	1251	8.0%	13.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	929	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_12B — Tape Pos. 73-74, Format: I2

F2T2_12B CLASS TIME SPENT INSTRUCTING SMALL GROUP

Providing instruction to small groups of students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	960	6.1%	10.1%
<10%	02	3655	23.3%	40.9%
10-24%	03	2910	18.5%	33.5%
25-49%	04	1003	6.4%	11.9%
50-74%	05	190	1.2%	3.0%
75-100%	06	54	0.3%	0.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	96	4	0.0%	(MISS)
MISSING	98	1077	6.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_12C — Tape Pos. 75-76, Format: I2

F2T2_12C CLASS TIME SPENT INSTRUCTING INDIVIDUALS

Providing instruction to individual students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	473	3.0%	5.0%
<10%	02	4112	26.2%	47.4%
10-24%	03	3174	20.2%	33.9%
25-49%	04	723	4.6%	9.0%
50-74%	05	235	1.5%	3.0%
75-100%	06	106	0.7%	1.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	1030	6.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_12D — Tape Pos. 77-78, Format: I2

F2T2_12D CLASS TIME SPENT MAINTAINING ORDER

Maintaining order/disciplining students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	3657	23.3%	36.9%
<10%	02	4399	28.0%	53.6%
10-24%	03	508	3.2%	5.6%
25-49%	04	124	0.8%	1.8%
50-74%	05	52	0.3%	0.7%
75-100%	06	96	0.6%	1.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
MISSING	98	1015	6.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_12E — Tape Pos. 79-80, Format: I2

F2T2_12E CLASS TIME SPENT ADMINISTERING TESTS

Administering tests or quizzes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	93	0.6%	0.9%
<10%	02	3488	22.2%	39.0%
10-24%	03	4906	31.3%	55.0%
25-49%	04	310	2.0%	4.1%
50-74%	05	68	0.4%	0.7%
75-100%	06	43	0.3%	0.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	945	6.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_12F — Tape Pos. 81-82, Format: I2

F2T2_12F CLASS TIME SPENT ON ADMINISTRATIVE TASKS

Performing routine administrative tasks (e.g., taking attendance, making announcements, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	890	5.7%	9.3%
<10%	02	7604	48.4%	86.3%
10-24%	03	298	1.9%	3.6%
25-49%	04	30	0.2%	0.4%
50-74%	05	10	0.1%	0.1%
75-100%	06	39	0.2%	0.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	982	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_12G — Tape Pos. 83-84, Format: I2

F2T2_12G CLASS TIME SPENT CONDUCTING LAB PERIODS

Conducting lab periods

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	5181	33.0%	59.7%
<10%	02	612	3.9%	7.2%
10-24%	03	1831	11.7%	20.4%
25-49%	04	849	5.4%	9.6%
50-74%	05	211	1.3%	2.4%
75-100%	06	43	0.3%	0.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	1126	7.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_13A

How often do you use the following teaching methods or media?

Question 213AA — Tape Pos. 85-85, Format: I1

F2T213AA TEACHER'S USE OF LECTURE

Lecture

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	280	1.8%	3.1%
1-2 TIMES A MONTH	2	235	1.5%	3.5%
1-2 TIMES A WEEK	3	1670	10.6%	19.3%
ALMOST EVERY DAY	4	5414	34.5%	68.8%
EVERY DAY	5	1339	8.5%	15.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	915	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 213AB — Tape Pos. 86-86, Format: I1

F2T213AB TEACHER'S USE OF COMPUTERS

Use computers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	5869	37.4%	68.2%
1-2 TIMES A MONTH	2	2011	12.8%	20.2%
1-2 TIMES A WEEK	3	643	4.1%	7.5%
ALMOST EVERY DAY	4	241	1.5%	2.7%
EVERY DAY	5	106	0.7%	1.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	981	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 213AC — Tape Pos. 87-87, Format: I1

F2T213AC TEACHER'S USE OF AUDIO-VISUAL MATERIAL

Use audio-visual material

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	2640	16.8%	28.5%
1-2 TIMES A MONTH	2	2661	17.0%	30.7%
1-2 TIMES A WEEK	3	1901	12.1%	21.1%
ALMOST EVERY DAY	4	1309	8.3%	15.1%
EVERY DAY	5	372	2.4%	4.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	970	6.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 213AD — Tape Pos. 88-88, Format: I1

F2T213AD TEACHER'S USE OF WHOLE-GROUP DISCUSSIONS

Have teacher-led whole-group discussions

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	1433	9.1%	16.7%
1-2 TIMES A MONTH	2	1597	10.2%	18.6%
1-2 TIMES A WEEK	3	2586	16.5%	28.3%
ALMOST EVERY DAY	4	2633	16.8%	30.0%
EVERY DAY	5	647	4.1%	6.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	957	6.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 213AE — Tape Pos. 89-89, Format: I1

F2T213AE TEACHER'S USE OF ORAL QUESTION RESPONSE

Have students respond orally to questions on subject matter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	186	1.2%	1.7%
1-2 TIMES A MONTH	2	412	2.6%	5.1%
1-2 TIMES A WEEK	3	1447	9.2%	16.4%
ALMOST EVERY DAY	4	4420	28.2%	49.1%
EVERY DAY	5	2804	18.0%	27.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	884	5.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 213AF — Tape Pos. 90-90, Format: I1

F2T213AF TEACHER'S USE OF STUDENT-LED DISCUSSIONS

Have student-led whole-group discussions

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	5319	33.9%	58.9%
1-2 TIMES A MONTH	2	2126	13.5%	24.0%
1-2 TIMES A WEEK	3	998	6.4%	12.0%
ALMOST EVERY DAY	4	377	2.4%	3.8%
EVERY DAY	5	68	0.4%	1.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	965	6.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 213AG — Tape Pos. 91-91, Format: I1

F2T213AG TEACHER'S USE OF COOPERATIVE GROUPS

Have students work together in cooperative groups

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	947	6.0%	9.4%
1-2 TIMES A MONTH	2	2472	15.8%	26.8%
1-2 TIMES A WEEK	3	3447	22.0%	39.5%
ALMOST EVERY DAY	4	1694	10.8%	20.1%
EVERY DAY	5	409	2.6%	4.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	880	5.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 213AH — Tape Pos. 92-92, Format: I1

F2T213AH TEACHER'S USE OF WRITTEN ASSIGNMENTS

Have students complete individual written assignments or worksheets in class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	1335	8.5%	14.6%
1-2 TIMES A MONTH	2	2055	13.1%	21.3%
1-2 TIMES A WEEK	3	3080	19.6%	33.8%
ALMOST EVERY DAY	4	1826	11.6%	21.3%
EVERY DAY	5	682	4.3%	9.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	874	5.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 213A1 — Tape Pos. 93-93, Format: I1

F2T213A1 TEACHER'S USE OF ORAL REPORTS

Have students give oral reports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	7191	45.8%	78.3%
1-2 TIMES A MONTH	2	1392	8.9%	18.2%
1-2 TIMES A WEEK	3	257	1.6%	2.2%
ALMOST EVERY DAY	4	70	0.4%	1.2%
EVERY DAY	5	21	0.1%	0.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	922	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_13B — Tape Pos. 94-94, Format: I1

F2T2_13B MATHEMATICS CLASS LISTED IN PART II

Are any of the classes you listed at the beginning of Part II mathematics classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5890	37.5%	60.5%
NO	2	3963	25.3%	39.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_14

In this math class, how much emphasis do you give to each of the following objectives?

Question 2_14A — Tape Pos. 95-95, Format: I1

F2T2_14A EMPHASIS ON THE NATURE OF PROOFS

Understanding the nature of proofs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	1303	8.3%	26.0%
MINOR	2	2076	13.2%	38.8%
MODERATE	3	1700	10.8%	24.8%
MAJOR	4	715	4.6%	10.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	96	0.6%	(MISS)
LEGITIMATE SKIP	9	3963	25.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_14B — Tape Pos. 96-96, Format: I1

F2T2_14B EMPHASIS ON MEMORIZING FACTS

Memorizing facts, rules, and steps

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	165	1.1%	2.8%
MINOR	2	1714	10.9%	27.3%
MODERATE	3	2664	17.0%	48.1%
MAJOR	4	1252	8.0%	21.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	95	0.6%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_14C — Tape Pos. 97-97, Format: I1

F2T2_14C EMPHASIS ON REPRESENTING PROBLEMS

Learning to represent problem structures in multiple ways (e.g., graphically, algebraically, numerically, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	139	0.9%	2.4%
MINOR	2	662	4.2%	11.4%
MODERATE	3	2150	13.7%	38.3%
MAJOR	4	2845	18.1%	47.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	94	0.6%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_14D — Tape Pos. 98-98, Format: I1

F2T2_14D EMPHASIS ON INTEGRATING MATH BRANCHES

Integrating different branches of mathematics (e.g., geometry, algebra) into a unified framework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	252	1.6%	4.7%
MINOR	2	851	5.4%	14.7%
MODERATE	3	1977	12.6%	34.5%
MAJOR	4	2704	17.2%	46.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	106	0.7%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_14E — Tape Pos. 99-99, Format: I1

F2T2_14E EMPHASIS ON MULT APPROACH TO PROB SOLVNG

Conceiving and analyzing effectiveness of multiple approaches to problem solving

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	79	0.5%	1.2%
MINOR	2	880	5.6%	14.5%
MODERATE	3	2406	15.3%	42.0%
MAJOR	4	2425	15.5%	42.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	100	0.6%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question _4F — Tape Pos. 100-100, Format: I1

F2T2_14F EMPHASIS ON SPEED AND ACCURACY

Performing calculations with speed and accuracy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	290	1.8%	5.0%
MINOR	2	1748	11.1%	27.2%
MODERATE	3	2294	14.6%	41.1%
MAJOR	4	1441	9.2%	26.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	110	0.7%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_14G — Tape Pos. 101-101, Format: I1

F2T2_14G EMPHASIS ON IMPORT OF MATH IN DAILY LIFE

Showing importance of math in daily life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	107	0.7%	1.7%
MINOR	2	1323	8.4%	21.7%
MODERATE	3	2488	15.9%	39.9%
MAJOR	4	1876	12.0%	36.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	96	0.6%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_14H — Tape Pos. 102-102, Format: I1

F2T2_14H EMPHASIS ON SOLVING EQUATIONS

Solving equations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	124	0.8%	2.1%
MINOR	2	821	5.2%	13.6%
MODERATE	3	2003	12.8%	35.0%
MAJOR	4	2825	18.0%	49.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	116	0.7%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_14I — Tape Pos. 103-103, Format: I1

F2T2_14I EMPH ON RAISING QUESTIONS/CONJECTURING

Raising questions and formulating conjectures

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	110	0.7%	1.8%
MINOR	2	1028	6.5%	17.5%
MODERATE	3	2662	17.0%	47.1%
MAJOR	4	1982	12.6%	33.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	108	0.7%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_14J — Tape Pos. 104-104, Format: I1

F2T2_14J EMPHASIS ON STUDENTS' INTEREST IN MATH

Increasing students' interest in math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	26	0.2%	0.4%
MINOR	2	573	3.7%	8.3%
MODERATE	3	2582	16.5%	45.9%
MAJOR	4	2599	16.6%	45.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	110	0.7%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15

Have you taught or reviewed the following topics in this math class during this year?

If you have reviewed and taught an item as new content, mark #1 only.

Question 2_15A — Tape Pos. 105-105, Format: I1

F2T2_15A TAUGHT INTEGERS

Integers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	604	3.8%	12.0%
YES, BUT I REVIEWED IT ONLY	2	2231	14.2%	41.0%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	2566	16.3%	40.1%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	113	0.7%	1.8%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	282	1.8%	5.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	94	0.6%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15B — Tape Pos. 106-106, Format: I1

F2T2_15B TAUGHT PATTERNS AND FUNCTIONS

Patterns and functions

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	2456	15.6%	44.3%
YES, BUT I REVIEWED IT ONLY	2	1892	12.1%	29.3%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	598	3.8%	10.7%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	248	1.8%	4.7%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	583	3.7%	10.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	111	0.7%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15C — Tape Pos. 107-107, Format: I1

F2T2_15C TAUGHT LINEAR EQUATIONS

Linear Equations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	1361	8.7%	24.7%
YES, BUT I REVIEWED IT ONLY	2	2728	17.4%	47.0%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	1032	6.6%	15.9%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	197	1.3%	3.4%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	473	3.0%	8.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	99	0.6%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15D — Tape Pos. 108-108, Format: I1

F2T2_15D TAUGHT POLYNOMIALS

Polynomials

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	1778	11.3%	30.9%
YES, BUT I REVIEWED IT ONLY	2	2217	14.1%	38.6%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	940	6.0%	16.1%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	161	1.0%	2.8%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	687	4.4%	12.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	104	0.7%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15E — Tape Pos. 109-109, Format: I1

F2T2_15E TAUGHT PROPERTIES OF GEOMETRIC FIGURES

Properties of geometric figures

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	1174	7.5%	20.5%
YES, BUT I REVIEWED IT ONLY	2	2164	13.8%	37.4%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	1611	10.3%	26.2%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	221	1.4%	4.3%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	612	3.9%	11.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	106	0.7%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15F — Tape Pos. 110-110, Format: I1

F2T2_15F TAUGHT COORDINATE GEOMETRY

Coordinate Geometry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	1534	9.8%	28.0%
YES, BUT I REVIEWED IT ONLY	2	1921	12.2%	31.6%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	1014	6.5%	16.7%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	504	3.2%	8.6%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	812	5.2%	15.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	103	0.7%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15G — Tape Pos. 111-111, Format: I1

F2T2_15G TAUGHT PROOFS

Proofs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	1511	9.6%	24.1%
YES, BUT I REVIEWED IT ONLY	2	1345	8.6%	24.2%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	1580	10.1%	26.1%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	125	0.8%	2.5%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	1207	7.7%	23.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	121	0.8%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15H — Tape Pos. 112-112, Format: I1

F2T2_15H TAUGHT TRIGONOMETRY

Trigonometry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	2116	13.5%	35.9%
YES, BUT I REVIEWED IT ONLY	2	969	6.2%	13.9%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	327	2.1%	5.1%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	660	4.2%	12.4%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	1709	10.9%	32.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	107	0.7%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15I — Tape Pos. 113-113, Format: I1

F2T2_15I TAUGHT STATISTICS

Statistics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	970	6.2%	15.1%
YES, BUT I REVIEWED IT ONLY	2	285	1.8%	4.9%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	739	4.7%	11.4%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	850	5.4%	16.1%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	2919	18.6%	52.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	126	0.8%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15J — Tape Pos. 114-114, Format: I1

F2T2_15J TAUGHT PROBABILITY

Probability

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	1063	6.8%	16.6%
YES, BUT I REVIEWED IT ONLY	2	342	2.2%	5.8%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	776	4.9%	11.8%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	1051	6.7%	20.4%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	2538	16.2%	45.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	120	0.8%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_15K — Tape Pos. 115-115, Format: I1

F2T2_15K TAUGHT CALCULUS

Calculus

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	1303	8.3%	18.4%
YES, BUT I REVIEWED IT ONLY	2	35	0.2%	0.4%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	119	0.8%	2.9%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	311	2.0%	6.5%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	4002	25.5%	71.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	118	0.8%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_16 — Tape Pos. 116-117, Format: I2

F2T2_16 WORD PROBLEM: RELATIONSHIP OF M & MS

Your students have been learning how to write math statements expressing proportions. Last night you assigned the following:

A one pound bag contains 50 percent more than M&Ms than green ones. Write a mathematical statement that represents the relationship between the tan (t) and green (g) M&Ms, using t and g to stand for the number of tan and green M&Ms.

Here are some responses you got from students:

Kelly - 1.5t = g
Lee - .50t = g
Pat - .5g = t
Sandy - g plus 1/2g = t

Which of the students has represented the relationship best?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALL OF THEM	01	29	0.2%	0.6%
KELLY	02	233	1.5%	5.0%
LEE	03	194	1.2%	4.8%
PAT	04	79	0.5%	1.6%
SANDY	05	3844	24.5%	84.8%
NONE OF THEM	06	137	0.9%	2.8%
DON'T KNOW	07	30	0.2%	0.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	96	20	0.1%	(MISS)
MISSING	98	1324	8.4%	(MISS)
LEGITIMATE SKIP	99	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 2_17A

Many teachers want students to understand the "whys" of math, rather than simply memorizing rules or principles. Sometimes this can be hard. For each item below, indicate what you think by marking one of the numeric codes.

Question 217AA — Tape Pos. 118-118, Format: I1

F2T217AA MULTIPLY TWO NEGATIVES YOU GET A POSITVE

When you multiply two negatives together, you always get a positive

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
EXPLAIN	1	3534	22.5%	68.9%
REMEMBER	2	1299	8.3%	28.3%
NOT SURE	3	78	0.5%	2.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	972	6.2%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 217AB — Tape Pos. 119-119, Format: I1

F2T217AB SLOPE OF VERTICAL LINE IS UNDEFINED

The slope of a vertical line is undefined

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
EXPLAIN	1	4793	30.5%	97.6%
REMEMBER	2	76	0.5%	1.4%
NOT SURE	3	52	0.3%	1.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	8	0.1%	(MISS)
MISSING	8	961	6.1%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 217AC — Tape Pos. 120-120, Format: I1

F2T217AC ANY NONZERO NUMBER TO ZERO POWER IS 1.0

Any nonzero number to the zero power is 1.0

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
EXPLAIN	1	4093	26.1%	81.7%
REMEMBER	2	735	4.7%	16.7%
NOT SURE	3	89	0.6%	1.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	9	0.1%	(MISS)
MISSING	8	964	6.1%	(MISS)
LEGITIMATE SKIP	9	3963	25.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_17B — Tape Pos. 121-121, Format: I1

F2T2_17B SCIENCE CLASS LISTED IN PART II

Are any of the classes you listed at the beginning of Part II science classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3963	25.3%	39.5%
NO	2	5890	37.5%	60.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_18

In this science class, how much emphasis do you give to the following objectives?

Question 2_18A — Tape Pos. 122-122, Format: I1

F2T2_18A EMPHASIS ON INTEREST IN SCIENCE

Increasing students' interest in science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	6	0.0%	0.2%
MINOR	2	191	1.2%	4.1%
MODERATE	3	1276	8.1%	36.7%
MAJOR	4	2213	14.1%	59.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	277	1.8%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_18B — Tape Pos. 123-123, Format: I1

F2T2_18B EMPHASIS ON SCIENTIFIC FACTS

Learning and memorizing scientific facts, principles, and rules

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	66	0.4%	1.3%
MINOR	2	1082	6.9%	30.8%
MODERATE	3	1704	10.9%	48.3%
MAJOR	4	820	5.2%	19.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	291	1.9%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_18C — Tape Pos. 124-124, Format: I1

F2T2_18C EMPHASIS ON SCIENTIFIC METHODS

Learning scientific methods

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	24	0.2%	0.5%
MINOR	2	560	3.6%	13.8%
MODERATE	3	1599	10.2%	46.8%
MAJOR	4	1480	9.4%	38.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	300	1.9%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_18D — Tape Pos. 125-125, Format: I1

F2T2_18D EMPHASIS ON FURTHER STUDY IN SCIENCE

Preparing students for further study in science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	36	0.2%	1.1%
MINOR	2	369	2.4%	9.9%
MODERATE	3	1255	8.0%	35.5%
MAJOR	4	2008	12.8%	53.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	295	1.9%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_18E — Tape Pos. 126-126, Format: I1

F2T2_18E EMPHASIS ON PROBLEM SOLVNG/INQURY SKILLS

Developing problem solving/inquiry skills

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	19	0.1%	0.3%
MINOR	2	247	1.6%	8.2%
MODERATE	3	992	6.3%	27.4%
MAJOR	4	2414	15.4%	64.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	291	1.9%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_18F — Tape Pos. 127-127, Format: I1

F2T2_18F EMPHASIS ON DEVELOPING LAB SKILLS

Developing skills in lab techniques

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	199	1.3%	5.9%
MINOR	2	669	4.3%	18.1%
MODERATE	3	1500	9.6%	42.5%
MAJOR	4	1297	8.3%	33.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	298	1.9%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_18G — Tape Pos. 128-128, Format: I1

F2T2_18G EMPHASIS ON APPLCTNS OF SCI TO ENVRNMNT

Learning about applications of science to environmental issues

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	150	1.0%	3.2%
MINOR	2	1189	7.6%	31.4%
MODERATE	3	1360	8.7%	37.3%
MAJOR	4	969	6.2%	28.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	295	1.9%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_18H — Tape Pos. 129-129, Format: I1

F2T2_18H EMPH ON IMPORT OF SCIENCE IN DAILY LIFE

Showing importance of science in daily life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	44	0.3%	0.8%
MINOR	2	434	2.8%	12.1%
MODERATE	3	1422	9.1%	37.3%
MAJOR	4	1766	11.3%	49.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	296	1.9%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_19

How often do you do each of the following activities in this science class?

Question 2_19A — Tape Pos. 130-130, Format: I1

F2T2_19A HOW OFTEN HAVE STUDENTS DO AN EXPERIMENT

Have students do an experiment or observation individually or in small groups

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	263	1.7%	7.3%
1-2 TIMES A MONTH	2	1000	6.4%	24.8%
1-2 TIMES A WEEK	3	2334	14.9%	59.7%
ALMOST EVERY DAY	4	277	1.8%	7.3%
EVERY DAY	5	29	0.2%	0.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	60	0.4%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_19B — Tape Pos. 131-131, Format: I1

F2T2_19B HOW OFTEN DEMONSTRATE EXPERIMENT

Demonstrate an experiment or lead students in systematic observations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	346	2.2%	8.3%
1-2 TIMES A MONTH	2	1362	8.6%	36.3%
1-2 TIMES A WEEK	3	1759	11.2%	44.7%
ALMOST EVERY DAY	4	400	2.5%	9.9%
EVERY DAY	5	47	0.3%	0.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	59	0.4%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_19C — Tape Pos. 132-132, Format: I1

F2T2_19C HOW OFTEN REQUIRE REPORTS ON EXPERIMENTS

Require students to turn in written reports on experiments or observations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	434	2.8%	12.0%
1-2 TIMES A MONTH	2	1354	8.6%	36.1%
1-2 TIMES A WEEK	3	1943	12.4%	47.4%
ALMOST EVERY DAY	4	145	0.9%	4.0%
EVERY DAY	5	21	0.1%	0.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	66	0.4%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_19D — Tape Pos. 133-133, Format: I1

F2T2_19D HOW OFTEN DISCUSS CURRENT EVENTS IN SCI

Discuss current issues and events in science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	307	2.0%	7.9%
1-2 TIMES A MONTH	2	1412	9.0%	35.2%
1-2 TIMES A WEEK	3	1314	8.4%	35.5%
ALMOST EVERY DAY	4	614	3.9%	15.3%
EVERY DAY	5	250	1.6%	6.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	66	0.4%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_19E — Tape Pos. 134-134, Format: I1

F2T2_19E HOW OFTEN COMPUTERS USED TO COLLECT DATA

Have students use computers for data collection and analysis

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	2862	18.2%	76.8%
1-2 TIMES A MONTH	2	763	4.8%	16.9%
1-2 TIMES A WEEK	3	188	1.2%	4.5%
ALMOST EVERY DAY	4	71	0.5%	1.3%
EVERY DAY	5	16	0.1%	0.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	73	0.5%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_19F — Tape Pos. 135-135, Format: I1

F2T2_19F HOW OFTEN COMPUTERS USED TO DEMONSTRATE

Use computers for demonstrations/simulations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	2707	17.2%	71.2%
1-2 TIMES A MONTH	2	943	6.0%	22.7%
1-2 TIMES A WEEK	3	187	1.2%	4.8%
ALMOST EVERY DAY	4	44	0.3%	0.9%
EVERY DAY	5	16	0.1%	0.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	66	0.4%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_19G — Tape Pos. 136-136, Format: I1

F2T2_19G HOW OFTEN STUDENTS GIVE ORAL REPORTS

Have students give oral reports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	2745	17.5%	71.5%
1-2 TIMES A MONTH	2	986	6.3%	25.3%
1-2 TIMES A WEEK	3	142	0.9%	2.8%
ALMOST EVERY DAY	4	18	0.1%	0.3%
EVERY DAY	5	6	0.0%	0.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	66	0.4%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_19H — Tape Pos. 137-137, Format: I1

F2T2_19H HOW OFTEN STUDENTS DESIGN OWN PROJECTS

Have students independently design and conduct their own science projects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	2787	17.8%	72.9%
1-2 TIMES A MONTH	2	972	6.2%	23.5%
1-2 TIMES A WEEK	3	87	0.6%	2.6%
ALMOST EVERY DAY	4	37	0.2%	0.7%
EVERY DAY	5	14	0.1%	0.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	66	0.4%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_19I — Tape Pos. 138-138, Format: I1

F2T2_19I HOW OFTEN DISCUSS SCIENCE CAREERS

Discuss career opportunities in scientific and technological fields

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	850	5.4%	20.3%
1-2 TIMES A MONTH	2	2008	12.8%	53.3%
1-2 TIMES A WEEK	3	725	4.6%	18.3%
ALMOST EVERY DAY	4	212	1.4%	5.6%
EVERY DAY	5	100	0.6%	2.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	68	0.4%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_19J — Tape Pos. 139-139, Format: I1

F2T2_19J HOW OFTEN DISCUSS CONTROVERSIAL TECHNLGY

Discuss controversial inventions and technologies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER/RARELY	1	1028	6.5%	26.8%
1-2 TIMES A MONTH	2	1740	11.1%	45.9%
1-2 TIMES A WEEK	3	808	5.1%	19.4%
ALMOST EVERY DAY	4	214	1.4%	5.8%
EVERY DAY	5	104	0.7%	2.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	69	0.4%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_20

Have you taught or reviewed the following topics in this Biology Class during this year?

If you have reviewed and taught an item as new content, mark #1 only.

Question 2_20 — Tape Pos. 140-140, Format: I1

F2T2_20 TCHR DID NOT LIST BIOLOGY IN PART II

I did not list a Biology class at the beginning of Part II.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2819	18.0%	68.1%
DOES NOT APPLY	2	1141	7.3%	31.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	3	0.0%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_20A — Tape Pos. 141-141, Format: I1

F2T2_20A TAUGHT CELL STRUCTURE AND FUNCTION

Cell structure and function

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	568	3.6%	59.3%
YES, BUT I REVIEWED IT ONLY	2	283	1.8%	27.5%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	103	0.7%	7.8%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	16	0.1%	0.8%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	80	0.3%	4.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	123	0.8%	(MISS)
LEGITIMATE SKIP	9	8709	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_20B — Tape Pos. 142-142, Format: I1

F2T2_20B TAUGHT GENETICS

Genetics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	538	3.4%	45.4%
YES, BUT I REVIEWED IT ONLY	2	151	1.0%	13.4%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	171	1.1%	20.7%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	87	0.6%	14.6%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	68	0.4%	5.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	124	0.8%	(MISS)
LEGITIMATE SKIP	9	8709	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_20C — Tape Pos. 143-143, Format: I1

F2T2_20C TAUGHT DIVERSITY OF LIFE

Diversity of life

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	566	3.6%	57.9%
YES, BUT I REVIEWED IT ONLY	2	188	1.2%	16.1%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	157	1.0%	12.7%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	43	0.3%	5.0%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	66	0.4%	8.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	124	0.8%	(MISS)
LEGITIMATE SKIP	9	8709	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

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Question 2_20D — Tape Pos. 144-144, Format: I1

F2T2_20D TAUGHT ME:ABOLISM/REGULATION OF ORGANISM

Metabolism and regulation of the organism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	888	4.4%	65.9%
YES, BUT I REVIEWED IT ONLY	2	135	0.9%	10.0%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	65	0.4%	4.7%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	77	0.5%	13.2%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	52	0.3%	6.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	127	0.8%	(MISS)
LEGITIMATE SKIP	9	8709	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_20E — Tape Pos. 145-145, Format: I1

F2T2_20E TAUGHT BEHAVIOR OF THE ORGANISM

Behavior of the organism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	463	2.9%	52.1%
YES, BUT I REVIEWED IT ONLY	2	142	0.9%	12.6%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	117	0.7%	8.9%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	204	1.3%	16.8%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	92	0.6%	9.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	125	0.8%	(MISS)
LEGITIMATE SKIP	9	8709	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_20F — Tape Pos. 146-146, Format: I1

F2T2_20F TAUGHT REPRODUCTN/DEVELOPMNT OF ORGANISM

Reproduction and development of the organism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	578	3.7%	58.5%
YES, BUT I REVIEWED IT ONLY	2	124	0.8%	11.0%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	86	0.5%	7.8%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	188	1.2%	18.6%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	41	0.3%	4.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	127	0.8%	(MISS)
LEGITIMATE SKIP	9	8709	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_20G — Tape Pos. 147-147, Format: I1

F2T2_20G TAUGHT HUMAN BIOLOGY

Human biology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	540	3.4%	48.1%
YES, BUT I REVIEWED IT ONLY	2	78	0.5%	11.6%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	115	0.7%	9.2%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	180	1.0%	15.2%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	128	0.8%	15.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	125	0.8%	(MISS)
LEGITIMATE SKIP	9	8709	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_20H — Tape Pos. 148-148, Format: I1

F2T2_20H TAUGHT EVOLUTION

Evolution

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	481	3.1%	48.0%
YES, BUT I REVIEWED IT ONLY	2	143	0.9%	13.6%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	187	1.2%	14.8%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	99	0.6%	11.6%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	106	0.7%	12.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	128	0.8%	(MISS)
LEGITIMATE SKIP	9	8709	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_20I — Tape Pos. 149-149, Format: I1

F2T2_20I TAUGHT ECOLOGY

Ecology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	476	3.0%	42.7%
YES, BUT I REVIEWED IT ONLY	2	87	0.6%	13.4%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	167	1.0%	13.2%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	191	1.2%	18.9%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	107	0.7%	11.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	126	0.8%	(MISS)
LEGITIMATE SKIP	9	8709	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21

Have you taught or reviewed the following topics in this Chemistry class during this year?

If you have reviewed and taught an item as new content, mark #1 only.

Question 2_21 — Tape Pos. 150-150, Format: I1

F2T2_21 TCHR DID NOT LIST CHEMISTRY IN PART II

I did not list a Chemistry class at the beginning of Part II.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2826	18.0%	73.0%
DOES NOT APPLY	2	1134	7.2%	27.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	3	0.0%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21A — Tape Pos. 151-151, Format: I1

F2T2_21A TAUGHT ATOMIC AND MOLECULAR STRUCTURE

Atomic and molecular structure

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	709	4.5%	78.0%
YES, BUT I REVIEWED IT ONLY	2	122	0.8%	16.6%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	18	0.1%	1.4%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	18	0.1%	1.4%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	20	0.1%	2.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	250	1.6%	(MISS)
LEGITIMATE SKIP	9	8716	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21B — Tape Pos. 152-152, Format: I1

F2T2_21B TAUGHT PROPERTIES AND CHANGES IN MATTER

Properties of and changes in matter

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	683	4.4%	74.6%
YES, BUT I REVIEWED IT ONLY	2	161	1.0%	21.6%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	18	0.1%	1.2%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	9	0.1%	0.7%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	15	0.1%	2.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	250	1.6%	(MISS)
LEGITIMATE SKIP	9	8716	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21C — Tape Pos. 153-153, Format: I1

F2T2_21C TAUGHT PERIODIC SYSTEM

Periodic system

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	662	4.2%	74.9%
YES, BUT I REVIEWED IT ONLY	2	118	0.8%	15.6%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	23	0.1%	2.1%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	42	0.3%	3.8%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	29	0.2%	3.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	263	1.7%	(MISS)
LEGITIMATE SKIP	9	8716	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21D — Tape Pos. 154-154, Format: I1

F2T2_21D TAUGHT ENERGY RELATIONSHIPS

Energy relationships in chemical systems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	632	4.0%	74.0%
YES, BUT I REVIEWED IT ONLY	2	50	0.3%	4.0%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	17	0.1%	1.2%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	122	0.8%	13.3%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	55	0.4%	7.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	261	1.7%	(MISS)
LEGITIMATE SKIP	9	8716	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21E — Tape Pos. 155-155, Format: I1

F2T2_21E TAUGHT REACTIONS

Reactions

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	721	4.6%	82.2%
YES, BUT I REVIEWED IT ONLY	2	63	0.4%	8.5%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	19	0.1%	1.5%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	38	0.2%	3.4%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	34	0.2%	4.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	263	1.7%	(MISS)
LEGITIMATE SKIP	9	8716	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21F — Tape Pos. 156-156, Format: I1

F2T2_21F TAUGHT INORGANIC CHEMISTRY

Inorganic chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	681	4.3%	78.8%
YES, BUT I REVIEWED IT ONLY	2	73	0.5%	9.8%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	15	0.1%	1.1%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	47	0.3%	4.3%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	56	0.4%	6.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	264	1.7%	(MISS)
LEGITIMATE SKIP	9	8716	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21G — Tape Pos. 157-157, Format: I1

F2T2_21G TAUGHT ORGANIC CHEMISTRY

Organic chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	275	1.8%	33.4%
YES, BUT I REVIEWED IT ONLY	2	38	0.2%	3.6%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	22	0.1%	2.1%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	295	1.9%	32.2%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	244	1.6%	28.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	263	1.7%	(MISS)
LEGITIMATE SKIP	9	8716	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21H — Tape Pos. 158-158, Format: I1

F2T2_21H TAUGHT ENVIRONMENTAL CHEMISTRY

Environmental chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	284	1.8%	34.0%
YES, BUT I REVIEWED IT ONLY	2	101	0.6%	12.0%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	61	0.4%	5.9%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	175	1.1%	18.0%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	246	1.6%	30.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	269	1.7%	(MISS)
LEGITIMATE SKIP	9	8716	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21I — Tape Pos. 159-159, Format: I1

F2T2_21I TAUGHT CHEMISTRY OF LIFE PROCESSES

Chemistry of life processes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	169	1.1%	19.3%
YES, BUT I REVIEWED IT ONLY	2	97	0.6%	11.2%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	99	0.6%	10.9%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	121	0.8%	14.5%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	381	2.4%	44.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	270	1.7%	(MISS)
LEGITIMATE SKIP	9	8716	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_21J — Tape Pos. 160-160, Format: I1

F2T2_21J TAUGHT NUCLEAR CHEMISTRY

Nuclear chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	270	1.7%	32.9%
YES, BUT I REVIEWED IT ONLY	2	58	0.4%	5.7%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	39	0.2%	3.8%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	250	1.6%	26.2%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	257	1.6%	31.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	263	1.7%	(MISS)
LEGITIMATE SKIP	9	8716	55.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_22

Have you taught or reviewed the following topics in this Physics class during this year?

If you have reviewed and taught an item as new content, mark #1 only.

Question 2_22 — Tape Pos. 161-161, Format: I1

F2T2_22 TCHR DID NOT LIST PHYSICS IN PART II

I did not list a physics class at the beginning of Part II.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2222	14.2%	60.4%
DOES NOT APPLY	2	1738	11.1%	39.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	3	0.0%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_22A — Tape Pos. 162-162, Format: I1

F2T2_22A TAUGHT FORMS AND SOURCES OF ENERGY

Forms and sources of energy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	1203	7.7%	78.7%
YES, BUT I REVIEWED IT ONLY	2	145	0.9%	9.2%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	54	0.3%	4.4%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	81	0.5%	5.5%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	33	0.2%	2.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	225	1.4%	(MISS)
LEGITIMATE SKIP	9	8112	51.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_22B — Tape Pos. 163-163, Format: I1

F2T2_22B TAUGHT FORCES, TIME, MOTION

Forces, time, motion

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	1396	8.9%	90.3%
YES, BUT I REVIEWED IT ONLY	2	46	0.3%	3.5%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	26	0.2%	1.9%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	12	0.1%	0.8%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	40	0.3%	3.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	221	1.4%	(MISS)
LEGITIMATE SKIP	9	8112	51.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_22C — Tape Pos. 164-164, Format: I1

F2T2_22C TAUGHT MOLECULAR/NUCLEAR PHYSICS

Molecular/nuclear physics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	415	2.6%	28.3%
YES, BUT I REVIEWED IT ONLY	2	104	0.7%	7.8%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	85	0.5%	5.6%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	483	3.1%	30.0%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	432	2.8%	28.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	222	1.4%	(MISS)
LEGITIMATE SKIP	9	8112	51.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_22D — Tape Pos. 165-165, Format: I1

F2T2_22D TAUGHT ENERGY/MATTER TRANSFORMATIONS

Energy/matter transformations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	988	6.3%	66.4%
YES, BUT I REVIEWED IT ONLY	2	90	0.6%	8.8%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	34	0.2%	1.8%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	203	1.3%	12.7%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	204	1.3%	10.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	222	1.4%	(MISS)
LEGITIMATE SKIP	9	8112	51.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_22E — Tape Pos. 166-166, Format: I1

F2T2_22E TAUGHT SOUND AND VIBRATIONS

Sound and vibrations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	880	5.6%	59.7%
YES, BUT I REVIEWED IT ONLY	2	51	0.3%	3.0%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	51	0.3%	2.8%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	394	2.5%	25.8%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	144	0.9%	8.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	215	1.4%	(MISS)
LEGITIMATE SKIP	9	8112	51.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_22F — Tape Pos. 167-167, Format: I1

F2T2_22F TAUGHT LIGHT

Light

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	811	5.2%	54.1%
YES, BUT I REVIEWED IT ONLY	2	34	0.2%	2.6%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	40	0.3%	2.5%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	526	3.4%	34.2%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	106	0.7%	6.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	224	1.4%	(MISS)
LEGITIMATE SKIP	9	8112	51.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_22G — Tape Pos. 168-168, Format: I1

F2T2_22G TAUGHT ELECTRICITY AND MAGNETISM

Electricity and magnetism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	740	4.7%	47.2%
YES, BUT I REVIEWED IT ONLY	2	54	0.3%	3.5%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	29	0.2%	1.8%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	583	3.7%	38.9%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	119	0.8%	8.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	214	1.4%	(MISS)
LEGITIMATE SKIP	9	8112	51.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_22H — Tape Pos. 169-169, Format: I1

F2T2_22H TAUGHT SOLIDS/FLUIDS/GASES

Solids/fluids/gases

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I TAUGHT IT AS NEW CONTENT	1	735	4.7%	47.9%
YES, BUT I REVIEWED IT ONLY	2	155	1.0%	14.5%
NO, BUT IT WAS TAUGHT PREVIOUSLY	3	260	1.7%	15.1%
NO, BUT I WILL TEACH OR REVIEW IT LATER THIS SCHOOL YEAR	4	155	1.0%	12.7%
NO, TOPIC IS BEYOND THE SCOPE OF THIS COURSE	5	215	1.4%	9.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	221	1.4%	(MISS)
LEGITIMATE SKIP	9	8112	51.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_23 — Tape Pos. 170-170, Format: I1

F2T2_23 AVAILABILITY OF FACILITIES (LAB EQUIP)

The availability of facilities (laboratories, lab tables, sinks, etc.) for teaching this science class is: (MARK ONE)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO SPECIAL FACILITIES FOR THIS CLASS AVAILABLE	1	146	0.9%	4.7%
POOR	2	408	2.6%	12.7%
FAIR	3	795	5.1%	24.9%
GOOD	4	1276	8.1%	36.7%
EXCELLENT	5	826	5.3%	21.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	512	3.3%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_24 — Tape Pos. 171-171, Format: I1

F2T2_24 DESCRIPTION OF SCIENCE EQUIPMENT

Which of the following best describes the science equipment provided by the school to students in this science class?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE LITTLE OR NO EQUIPMENT FOR STUDENTS TO USE	1	322	2.1%	10.8%
EACH STUDENT USUALLY HAS HIS/HER OWN EQUIPMENT	2	192	1.2%	5.3%
TWO STUDENTS USUALLY SHARE EQUIPMENT	3	1388	8.8%	42.8%
GROUPS OF 3 OR MORE STUDENTS USUALLY SHARE EQUIPMENT	4	1538	9.8%	41.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	518	3.3%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_25 — Tape Pos. 172-172, Format: I1

F2T2_25 CONDITION OF SCIENCE EQUIPMENT

In general, is the condition of the science equipment you use in this science class:

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I HAVE NONE	1	80	0.5%	2.7%
POOR	2	364	2.3%	12.4%
FAIR	3	1033	6.6%	32.0%
GOOD	4	1473	9.4%	41.3%
EXCELLENT	5	484	3.1%	11.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	15	0.1%	(MISS)
MISSING	8	514	3.3%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 2_26 — Tape Pos. 173-173, Format: I1

F2T2_26 AVAILABILITY OF CONSUMABLE SUPPLIES

The availability of consumable supplies (chemicals, specimens, test tubes, etc.) for this science class is:

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO SUPPLIES AVAILABLE	1	113	0.7%	3.3%
POOR	2	338	2.2%	11.8%
FAIR	3	839	5.3%	26.4%
GOOD	4	1445	9.2%	40.8%
EXCELLENT	5	702	4.5%	17.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	526	3.4%	(MISS)
LEGITIMATE SKIP	9	5890	37.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

PART III. SCHOOL CLIMATE AND PRACTICES

Question 3_1

How much control do you feel you have IN YOUR CLASSROOM over each of the following areas of your planning and teaching? (Answers are rated on a scale of 1 to 6, where 1 = No control, and 6 = Complete control.)

Question 3_1A — Tape Pos. 174-175, Format: I2

F2T3_1A TCHR'S INFLUENCE SELECTING TEXTBOOKS

Selecting textbooks and other instructional materials

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO CONTROL	01	616	3.9%	7.2%
	02	749	4.8%	7.7%
	03	984	6.3%	11.2%
	04	1597	10.2%	17.8%
	05	3168	20.2%	32.2%
COMPLETE CONTROL	06	2603	16.6%	24.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	136	0.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_1B — Tape Pos. 176-177, Format: I2

F2T3_1B TCHR'S INFLNCE SELECTING CONTENT, TOPICS

Selecting content, topics, and skills to be taught

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO CONTROL	01	526	3.4%	5.8%
	02	657	4.2%	6.4%
	03	849	5.4%	9.4%
	04	1419	9.0%	16.2%
	05	3132	20.0%	31.6%
COMPLETE CONTROL	06	3136	20.0%	30.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	134	0.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_1C — Tape Pos. 178-179, Format: I2

F2T3_1C TCHR'S INFLNCE SELECTNG TEACHING TECHNQS

Selecting teaching techniques

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO CONTROL	01	14	0.1%	0.2%
	02	40	0.3%	0.4%
	03	156	1.0%	1.9%
	04	443	2.8%	5.0%
	05	2354	15.0%	26.5%
COMPLETE CONTROL	06	6712	42.8%	67.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	133	0.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_1D — Tape Pos. 180-181, Format: I2

F2T3_1D TCHR'S INFLNCE IN DISCIPLINING STUDENTS

Disciplining students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO CONTROL	01	66	0.4%	0.9%
	02	277	1.8%	2.9%
	03	768	4.9%	8.1%
	04	1635	10.4%	17.4%
	05	3093	19.7%	32.3%
COMPLETE CONTROL	06	3874	24.7%	38.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	96	3	0.0%	(MISS)
MISSING	98	137	0.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_1E — Tape Pos. 182-183, Format: I2

F2T3_1E TCHR'S INFLNCE TO SET AMOUNT OF HOMEWORK

Determining amount of homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO CONTROL	01	18	0.1%	0.3%
	02	71	0.5%	0.7%
	03	166	1.1%	1.2%
	04	478	3.0%	5.0%
	05	2080	13.3%	21.3%
COMPLETE CONTROL	06	6910	44.0%	71.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	130	0.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_2

On the scale below, indicate the extent to which you agree or disagree with each of the following statements.

Question 3_2A — Tape Pos. 184-184, Format: I1

F2T3_2A CAN GET THROUGH TO MOST DIFFICULT STUDNT

If I try really hard, I can get through even to the most difficult or unmotivated students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	634	4.0%	7.0%
DISAGREE	2	3491	22.2%	41.3%
AGREE	3	3920	25.0%	41.6%
STRONGLY AGREE	4	962	6.1%	10.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	845	5.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_2B — Tape Pos. 185-185, Format: I1

F2T3_2B TCHR RESPONSBLE TO KEEP STU FROM DROPPNG

I feel that it's part of my responsibility to keep students from dropping out of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	257	1.6%	2.9%
DISAGREE	2	1412	9.0%	16.3%
AGREE	3	5501	35.0%	62.3%
STRONGLY AGREE	4	1809	11.5%	18.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	873	5.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_2C — Tape Pos. 186-186, Format: I1

F2T3_2C CHANGE APPROACH IF STUS NOT DOING WELL

If some students in my class are not doing well, I feel that I should change my approach to the subject

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	126	0.8%	1.3%
DISAGREE	2	2665	17.0%	30.4%
AGREE	3	5189	33.1%	58.2%
STRONGLY AGREE	4	953	6.1%	10.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	914	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_2D — Tape Pos. 187-187, Format: I1

F2T3_2D DIFFERENT METHODS CAN AFFECT ACHIEVEMENT

By trying a different teaching method, I can significantly affect a student's achievement

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	58	0.4%	0.6%
DISAGREE	2	1593	10.1%	19.0%
AGREE	3	5903	37.6%	64.7%
STRONGLY AGREE	4	1346	8.6%	15.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	11	0.1%	(MISS)
MISSING	8	942	6.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_2E — Tape Pos. 188-188, Format: I1

F2T3_2E I CAN DO LITTLE TO ENSURE HIGH ACHIEVMNT

There is really very little I can do to ensure that most of my students achieve at a high level

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	2230	14.2%	23.6%
DISAGREE	2	5877	36.2%	63.2%
AGREE	3	956	6.1%	11.6%
STRONGLY AGREE	4	111	0.7%	1.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	877	5.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_2F — Tape Pos. 189-189, Format: I1

F2T3_2F TCHR MAKING A DIFFERENCE IN STUS LIVES

I am certain I am making a difference in the lives of my students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	45	0.3%	0.5%
DISAGREE	2	735	4.7%	9.3%
AGREE	3	5955	37.9%	66.0%
STRONGLY AGREE	4	2187	13.9%	24.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	930	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_3

Indicate the importance you give to each of the following in setting grades for students in your classes (excluding special education students).

Question 3_3A — Tape Pos. 190-190, Format: I1

F2T3_3A IMP OF RELATIVE ACHIEVEMENT IN GRADING

Achievement relative to the rest of the class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	2210	14.1%	24.7%
SOMEWHAT IMPORTANT	2	4856	30.9%	53.9%
VERY IMPORTANT	3	1891	12.0%	21.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	896	5.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_3B — Tape Pos. 191-191, Format: I1

F2T3_3B IMP OF LEVEL OF ACHIEVEMENT IN GRADING

Absolute level of achievement

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	334	2.1%	4.0%
SOMEWHAT IMPORTANT	2	3895	24.8%	44.5%
VERY IMPORTANT	3	4565	29.1%	51.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1059	6.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_3C — Tape Pos. 192-192, Format: I1

F2T3_3C IMP OF INDIVIDUAL IMPROVEMENT IN GRADING

Individual improvement or progress over past performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	803	5.1%	8.2%
SOMEWHAT IMPORTANT	2	4677	29.8%	50.9%
VERY IMPORTANT	3	3421	21.8%	40.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	952	6.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_3D — Tape Pos. 193-193, Format: I1

F2T3_3D IMPORTANCE OF EFFORT IN GRADING

Effort

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	441	2.8%	5.2%
SOMEWHAT IMPORTANT	2	3839	24.5%	41.0%
VERY IMPORTANT	3	4849	30.9%	53.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_3E — Tape Pos. 194-194, Format: I1

F2T3_3E IMP OF CLASS PARTICIPATION IN GRADING

Class participation

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	871	5.5%	9.0%
SOMEWHAT IMPORTANT	2	5359	34.1%	59.8%
VERY IMPORTANT	3	2711	17.3%	31.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	912	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_3F — Tape Pos. 195-195, Format: I1

F2T3_3F IMPORTANCE OF COMPLETNG HMEWRK IN GRADNG

Completing homework assignments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	227	1.4%	2.3%
SOMEWHAT IMPORTANT	2	3283	20.9%	34.9%
VERY IMPORTANT	3	5435	34.6%	62.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	908	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_3G — Tape Pos. 196-196, Format: I1

F2T3_3G IMP OF CONSISTENT ATTENDANCE IN GRADING

Consistently attending class

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	876	5.6%	8.5%
SOMEWHAT IMPORTANT	2	2641	16.8%	29.6%
VERY IMPORTANT	3	5392	34.4%	61.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	944	6.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_4 — Tape Pos. 197-197, Format: I1

F2T3_4 FREQUENCY OF DEPARTMENT STAFF MEETINGS

How often does your department/subject area hold staff meetings?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	565	3.6%	6.3%
1-3 TIMES PER TERM	2	4861	31.0%	51.5%
1-3 TIMES PER MONTH	3	3110	19.8%	36.7%
ONCE A WEEK	4	370	2.4%	4.6%
2-3 TIMES PER WEEK	5	92	0.6%	0.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	855	5.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5

To what extent do you agree that each of the following statements describes either a characteristic or an enforced policy of your department or subject area?

Question 3_5A — Tape Pos. 198-198, Format: I1

F2T3_5A ENCOURAGED TO EXPERIMENT WITH TEACHING

In this department I am encouraged to experiment with teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	120	0.8%	1.5%
DISAGREE	2	1162	7.4%	14.1%
AGREE	3	5129	32.7%	55.6%
STRONGLY AGREE	4	2498	15.9%	28.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	944	6.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5B — Tape Pos. 199-199, Format: I1

F2T3_5B HAVE AUTONOMY IN CURRICULUM AND COURSES

There is a wide degree of individual autonomy in curriculum and course content

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	391	2.5%	4.8%
DISAGREE	2	2514	16.0%	29.0%
AGREE	3	4201	26.8%	47.8%
STRONGLY AGREE	4	1640	10.4%	18.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	1103	7.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5C — Tape Pos. 200-200, Format: I1

F2T3_5C FAMILIAR W/CONTENT TAUGHT BY OTHER TCHRS

I am encouraged to be familiar with the contents and specific goals of the courses taught by other teachers in my department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	386	2.5%	4.7%
DISAGREE	2	2055	13.1%	23.2%
AGREE	3	5014	31.9%	55.3%
STRONGLY AGREE	4	1411	9.0%	16.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	987	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5D — Tape Pos. 201-201, Format: I1

F2T3_5D COORDINATE COURSE CONTENT W/DEPT TEACHRS

I am encouraged to coordinate the content of my courses with teachers in my department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	370	2.4%	4.2%
DISAGREE	2	1672	10.7%	18.6%
AGREE	3	4876	31.1%	56.0%
STRONGLY AGREE	4	1966	12.5%	21.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	969	6.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5E — Tape Pos. 202-202, Format: I1

F2T3_5E FACULTY APPROVL NEEDED FOR COURSE CHANGE

Faculty consultation or approval is needed for changes in course objectives or contents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	683	4.4%	8.7%
DISAGREE	2	2633	16.8%	29.8%
AGREE	3	4150	26.4%	45.0%
STRONGLY AGREE	4	1339	8.5%	16.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1046	6.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5F — Tape Pos. 203-203, Format: I1

F2T3_5F COORDINATE CONTENT W/TCHRS OUTSIDE DEPT

I am encouraged to coordinate the content of my course with teachers outside my department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	1596	10.2%	17.3%
DISAGREE	2	4227	26.9%	45.1%
AGREE	3	2699	17.2%	32.9%
STRONGLY AGREE	4	346	2.2%	4.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	8	0.1%	(MISS)
MISSING	8	977	6.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5G — Tape Pos. 204-204, Format: I1

F2T3_5G DEPT COMMITTED TO AP AND HONORS COURSES

There is a strong commitment to AP and Honors courses in my department/subject area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	668	4.3%	9.1%
DISAGREE	2	1705	10.9%	19.9%
AGREE	3	3658	23.3%	41.3%
STRONGLY AGREE	4	2867	18.3%	29.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	955	6.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5H — Tape Pos. 205-205, Format: I1

F2T3_5H SECTIONS SEPARATED BY ACHIEVEMENT LEVEL

Sections of courses in my department are differentiated according to student's academic achievement level

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	596	3.8%	6.7%
DISAGREE	2	1419	9.0%	17.8%
AGREE	3	4514	28.8%	48.6%
STRONGLY AGREE	4	2342	14.9%	26.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	982	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

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Question 3_5I — Tape Pos. 206-206, Format: I1

F2T3_5I DEPT OFFERS SUPPORT FOR LOW ACHIEVERS

My department offers special support for low-achieving students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	564	3.6%	6.7%
DISAGREE	2	2139	13.6%	24.4%
AGREE	3	4691	29.9%	49.9%
STRONGLY AGREE	4	1508	9.6%	19.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	950	6.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5J — Tape Pos. 207-207, Format: I1

F2T3_5J ROUTINE DEPT DUTIES INTERFERE W/TEACHING

Routine departmental duties and paperwork interfere with my job of teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	864	5.5%	9.5%
DISAGREE	2	4225	26.9%	46.1%
AGREE	3	2714	17.3%	31.3%
STRONGLY AGREE	4	1096	7.0%	13.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	951	6.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5K — Tape Pos. 208-208, Format: I1

F2T3_5K TEACHRS IN DEPT ARE CONTINUALLY LEARNING

Teachers in this department are continually learning and seeking new ideas

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	150	1.0%	1.8%
DISAGREE	2	1215	7.7%	14.3%
AGREE	3	5781	36.8%	64.1%
STRONGLY AGREE	4	1722	11.0%	19.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	982	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5L — Tape Pos. 209-209, Format: I1

F2T3_5L TCHRS IN DEPT SHARE BELIEF ABOUT MISSION

Most of the teachers in my department share my beliefs and values about the central mission of the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	120	0.8%	1.4%
DISAGREE	2	788	5.0%	8.6%
AGREE	3	6032	38.4%	69.0%
STRONGLY AGREE	4	1848	11.8%	21.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1063	6.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5M — Tape Pos. 210-210, Format: I1

F2T3_5M GREAT DEAL COOPERATVE EFFORT AMONG STAFF

There is a great deal of cooperative effort among my department's members

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	182	1.2%	2.5%
DISAGREE	2	1377	8.8%	16.3%
AGREE	3	4803	30.6%	52.6%
STRONGLY AGREE	4	2483	15.8%	28.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1007	6.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_5N — Tape Pos. 211-211, Format: I1

F2T3_5N GOALS AND PRIORITIES ARE CLEAR IN DEPT

Goals and priorities for this department are clear

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	170	1.1%	2.0%
DISAGREE	2	1298	8.3%	15.8%
AGREE	3	5408	34.5%	59.2%
STRONGLY AGREE	4	1992	12.7%	23.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	984	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_6

To what extent do you agree that each of the following statements describes a characteristic of your department chair, subject area leader or curricular advisor?

Question 3_6 — Tape Pos. 212-212, Format: I1

F2T3_6 TCHR IS THE DEPARTMENT CHAIR

I am the department chair, subject area leader, or curricular advisor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2076	13.2%	21.3%
DOES NOT APPLY	2	7777	49.6%	78.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_6A — Tape Pos. 213-213, Format: I1

F2T3_6A DEPT CHAIR INTERESTED IN INNOVATION

The department chair is interested in innovation and new ideas

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	184	1.2%	2.6%
DISAGREE	2	789	5.0%	12.8%
AGREE	3	3377	21.5%	51.0%
STRONGLY AGREE	4	2160	13.8%	33.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1267	8.1%	(MISS)
LEGITIMATE SKIP	9	2076	13.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_6B

Tape Pos: 214-214
Format: I1

F2T3_6B DEPT CHAIR CARRIES OUT PLANS

The department chair sets priorities, makes plans, and sees that they are carried out

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	323	2.1%	4.8%
DISAGREE	2	1772	11.3%	28.4%
AGREE	3	3258	20.8%	47.0%
STRONGLY AGREE	4	1150	7.3%	19.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1274	8.1%	(MISS)
LEGITIMATE SKIP	9	2076	13.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_6C

Tape Pos: 215-215
Format: I1

F2T3_6C DEPT CHAIR TELLS STAFF WHAT'S EXPECTED

The department chair lets staff members know what is expected of them

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	281	1.8%	3.8%
DISAGREE	2	1425	9.1%	24.3%
AGREE	3	3621	23.1%	51.4%
STRONGLY AGREE	4	1172	7.5%	20.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1278	8.1%	(MISS)
LEGITIMATE SKIP	9	2076	13.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_6D

Tape Pos: 216-216
Format: I1

F2T3_6D DEPT CHAIR CONSULTS STAFF BEFOR DECISION

The department chair usually consults with staff members before he/she makes decisions that affect us

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	264	1.7%	3.4%
DISAGREE	2	793	5.1%	13.3%
AGREE	3	3446	22.0%	52.9%
STRONGLY AGREE	4	1990	12.7%	30.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1284	8.2%	(MISS)
LEGITIMATE SKIP	9	2076	13.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_6E

Tape Pos: 217-217
Format: I1

F2T3_6E DEPT CHAIR ACTIVE IN OBTAINING RESOURCES

The department chair takes an active role in obtaining resources for the department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	279	1.8%	3.8%
DISAGREE	2	997	6.4%	14.8%
AGREE	3	3262	20.8%	50.3%
STRONGLY AGREE	4	1959	12.5%	31.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1279	8.1%	(MISS)
LEGITIMATE SKIP	9	2076	13.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_6F

Tape Pos: 218-218
Format: I1

F2T3_6F DEPT CHAIR SUPPORTIVE AND ENCOURAGING

The department chair is supportive and encouraging

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	210	1.3%	2.9%
DISAGREE	2	587	3.7%	9.2%
AGREE	3	3134	20.0%	49.7%
STRONGLY AGREE	4	2547	16.2%	38.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1297	8.3%	(MISS)
LEGITIMATE SKIP	9	2076	13.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_7

To what extent do you agree that each of the following statements describes a characteristic or enforced policy of your school or school administrator?

Question 3_7A

Tape Pos: 219-219
Format: I1

F2T3_7A ACADEMIC STANDARDS ARE TOO LOW

The academic standards at this school are too low

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	1490	9.5%	15.6%
DISAGREE	2	4171	26.6%	49.3%
AGREE	3	2359	15.0%	29.6%
STRONGLY AGREE	4	476	3.0%	5.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1357	8.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_7B

Tape Pos: 220-220
Format: I1

F2T3_7B AGREEMENT AMONG FACULTY ABOUT MISSION

There is broad agreement among the entire school faculty about the central mission of the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	289	1.8%	4.1%
DISAGREE	2	1925	12.3%	22.7%
AGREE	3	5336	34.0%	63.3%
STRONGLY AGREE	4	891	5.7%	9.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1412	9.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_7C

Tape Pos: 221-221
Format: I1

F2T3_7C ADMINSTRTR COMMUNCATS KIND OF SCH WANTED

The school administrator knows what kind of school he/she wants and has communicated it to the staff

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	462	2.9%	4.4%
DISAGREE	2	1652	10.5%	20.1%
AGREE	3	4846	30.9%	57.0%
STRONGLY AGREE	4	1503	9.6%	18.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1390	8.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_7D — Tape Pos. 222-222, Format: I1

F2T3_7D ADMINSTRTR DEALS W/ OUTSDE PRESSURE WELL

The school administrator deals effectively with pressures from outside the school (parents, school board, budgetary) that might otherwise affect my teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	537	3.4%	5.4%
DISAGREE	2	1696	10.8%	19.3%
AGREE	3	5166	32.9%	66.2%
STRONGLY AGREE	4	1455	9.3%	17.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	998	6.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_7E — Tape Pos. 223-223, Format: I1

F2T3_7E ADMINSTRTR KNOWS PRBLMS FACED BY STAFF

The school administrator knows the problems faced by the staff

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	507	3.2%	5.7%
DISAGREE	2	1988	12.5%	20.9%
AGREE	3	5239	33.4%	66.5%
STRONGLY AGREE	4	1141	7.3%	14.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	998	6.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_7F — Tape Pos. 224-224, Format: I1

F2T3_7F NECESSARY MATERIALS READILY AVAILABLE

Necessary materials (e.g. textbooks, supplies, copy machine) are readily available as needed by the staff

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	395	2.5%	4.4%
DISAGREE	2	1627	10.4%	19.2%
AGREE	3	5122	32.6%	68.1%
STRONGLY AGREE	4	1759	11.2%	18.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	950	6.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_7G — Tape Pos. 225-225, Format: I1

F2T3_7G STAFF MEMBRS RECOGNIZD FOR JOB WELL DONE

Staff members are recognized for a job well done

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	665	4.2%	7.7%
DISAGREE	2	2605	16.6%	30.1%
AGREE	3	4586	29.2%	50.4%
STRONGLY AGREE	4	989	6.3%	11.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1007	6.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_7H — Tape Pos. 226-226, Format: I1

F2T3_7H GRADING PRACTICES CONSISTENT AND FAIR

Grading practices are consistent and fair

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	277	1.8%	3.8%
DISAGREE	2	1764	11.2%	19.1%
AGREE	3	5960	38.0%	67.1%
STRONGLY AGREE	4	841	5.4%	10.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1019	6.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_7I — Tape Pos. 227-227, Format: I1

F2T3_7I RULES AGAINST CHEATING ACTIVELY ENFORCED

Rules against cheating are actively enforced

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	477	3.0%	5.7%
DISAGREE	2	2238	14.3%	27.4%
AGREE	3	5032	32.1%	66.2%
STRONGLY AGREE	4	1004	6.4%	10.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	1096	7.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_8

Please indicate which of the following places are available and how much of your out-of-class time during the school day you actually spend in each.

Question 3_8A — Tape Pos. 228-228, Format: I1

F2T3_8A TIME SPENT IN FACULTY LOUNGE

Faculty lounge

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AVAILABLE	1	476	3.0%	5.4%
AVAILABLE, I SPEND NO TIME	2	3043	19.4%	34.4%
AVAILABLE, I SPEND LITTLE TIME	3	3775	24.1%	42.5%
AVAILABLE, I SPEND SOME TIME	4	1469	9.4%	15.7%
AVAILABLE, I SPEND MOST TIME	5	184	1.2%	2.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	906	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_8B — Tape Pos. 229-229, Format: I1

F2T3_8B TIME SPENT IN SMOKING AREA

Smoking area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AVAILABLE	1	3734	23.8%	42.9%
AVAILABLE, NO TIME	2	4559	29.0%	51.0%
AVAILABLE, LITTLE TIME	3	266	1.7%	2.8%
AVAILABLE, SOME TIME	4	258	1.6%	2.7%
MOST TIME	5	61	0.4%	0.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	972	6.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_8C — Tape Pos. 230-230, Format: I1

F2T3_8C TIME SPENT IN LUNCH ROOM

Lunch room

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AVAILABLE	1	456	2.9%	6.0%
AVAILABLE, I SPEND NO TIME	2	3707	23.6%	41.6%
AVAILABLE, I SPEND LITTLE TIME	3	3137	20.0%	35.2%
AVAILABLE, I SPEND SOME TIME	4	1563	10.0%	16.5%
AVAILABLE, I SPEND MOST TIME	5	69	0.4%	0.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	921	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_8D — Tape Pos. 231-231, Format: I1

F2T3_8D TIME SPENT IN MY CLASSROOM

My classroom

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AVAILABLE	1	945	6.0%	10.3%
AVAILABLE, I SPEND NO TIME	2	79	0.5%	0.7%
AVAILABLE, I SPEND LITTLE TIME	3	361	2.3%	3.6%
AVAILABLE, I SPEND SOME TIME	4	1301	8.3%	14.5%
AVAILABLE, I SPEND MOST TIME	5	6250	39.8%	70.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	917	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_8E — Tape Pos. 232-232, Format: I1

F2T3_8E TIME SPENT IN MY OFFICE

My office

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AVAILABLE	1	6140	39.1%	71.2%
AVAILABLE, I SPEND NO TIME	2	126	0.8%	1.5%
AVAILABLE, I SPEND LITTLE TIME	3	521	3.3%	6.4%
AVAILABLE, I SPEND SOME TIME	4	1261	8.0%	12.6%
AVAILABLE, I SPEND MOST TIME	5	818	5.2%	8.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	986	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_8F — Tape Pos. 233-233, Format: I1

F2T3_8F TIME SPENT IN DEPARTMENT OFFICE

Department office

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AVAILABLE	1	5036	32.1%	59.2%
AVAILABLE, I SPEND NO TIME	2	800	5.1%	8.3%
AVAILABLE, I SPEND LITTLE TIME	3	1396	8.9%	16.8%
AVAILABLE, I SPEND SOME TIME	4	1133	7.2%	11.0%
AVAILABLE, I SPEND MOST TIME	5	497	3.2%	4.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	990	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_8G — Tape Pos. 234-234, Format: I1

F2T3_8G TIME SPENT IN OTHER TEACHERS' CLASSROOMS

Classroom of other teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AVAILABLE	1	1884	12.0%	20.1%
AVAILABLE, I SPEND NO TIME	2	3089	19.7%	35.7%
AVAILABLE, I SPEND LITTLE TIME	3	3087	19.7%	34.9%
AVAILABLE, I SPEND SOME TIME	4	730	4.7%	8.3%
AVAILABLE, I SPEND MOST TIME	5	91	0.6%	0.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	972	6.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_8H — Tape Pos. 235-235, Format: I1

F2T3_8H TIME SPENT OUTSIDE OF SCHOOL

Outside of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT AVAILABLE	1	2568	16.4%	31.1%
AVAILABLE, I SPEND NO TIME	2	2352	15.0%	27.7%
AVAILABLE, I SPEND LITTLE TIME	3	1609	10.3%	19.4%
AVAILABLE, I SPEND SOME TIME	4	1657	10.6%	18.3%
AVAILABLE, I SPEND MOST TIME	5	295	1.9%	3.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1370	8.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_9

How much of your out-of-class time during the school day do you spend with each of the following persons?

Question 3_9A — Tape Pos. 236-236, Format: I1

F2T3_9A TIME SPENT WITH TEACHERS IN DEPT

Teachers in my department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF MY TIME	1	492	3.1%	5.5%
LITTLE OF MY TIME	2	3258	20.8%	36.9%
SOME OF MY TIME	3	4369	27.8%	48.3%
MOST OF MY TIME	4	820	5.2%	9.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	914	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_9B — Tape Pos. 237-237, Format: I1

F2T3_9B TIME SPENT WITH TEACHERS OUTSIDE DEPT

Teachers outside my department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF MY TIME	1	718	4.6%	8.0%
LITTLE OF MY TIME	2	4401	28.0%	48.3%
SOME OF MY TIME	3	3588	22.7%	40.9%
MOST OF MY TIME	4	262	1.7%	2.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	903	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

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Question 3_9C

Tape Pos. 238-238
Format: I1

F2T3_9C TIME SPENT WITH DEPARTMENT CHAIR

Department chair/subject area leader/curricular advisor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF MY TIME	1	1551	9.9%	18.2%
LITTLE OF MY TIME	2	3998	25.5%	47.5%
SOME OF MY TIME	3	2420	15.4%	28.8%
MOST OF MY TIME	4	422	2.7%	5.5%
RESERVED CODES:				
NO TEACHER QUEX	8	5842	37.2%	(MISS)
MISSING		1462	9.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_9D

Tape Pos. 239-239
Format: I1

F2T3_9D TIME SPENT WITH THE PRINCIPAL

Principal

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF MY TIME	1	2924	18.6%	30.5%
LITTLE OF MY TIME	2	5043	32.1%	58.0%
SOME OF MY TIME	3	964	6.1%	11.3%
MOST OF MY TIME	4	12	0.1%	0.1%
RESERVED CODES:				
NO TEACHER QUEX	8	5842	37.2%	(MISS)
MISSING		910	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_9E

Tape Pos. 240-240
Format: I1

F2T3_9E TIME SPENT WITH OTHER SCHOOL ADMINSTRTR

Other school administrator

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE OF MY TIME	1	3139	20.0%	32.8%
LITTLE OF MY TIME	2	4861	31.0%	57.6%
SOME OF MY TIME	3	880	5.6%	9.3%
MOST OF MY TIME	4	26	0.2%	0.2%
RESERVED CODES:				
NO TEACHER QUEX	8	5842	37.2%	(MISS)
MISSING		947	6.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_10

How frequently do you discuss each of the following issues with other teachers or a department advisor?

Question 3_10A

Tape Pos. 241-241
Format: I1

F2T3_10A DISCUSS STUDENT PERFORMANCE W/TCHRS

Performance of individual students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	227	1.4%	2.3%
SOMETIMES	2	6699	42.7%	76.2%
OFTEN	3	2024	12.9%	21.5%
RESERVED CODES:				
NO TEACHER QUEX	8	5842	37.2%	(MISS)
MISSING		903	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_10B

Tape Pos. 242-242
Format: I1

F2T3_10B DISCUSS ADAPTING MATERIAL TO STU W/TCHRS

Adapting materials to particular students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	1296	8.3%	12.9%
SOMETIMES	2	6589	41.9%	74.2%
OFTEN	3	1068	6.8%	12.9%
RESERVED CODES:				
NO TEACHER QUEX	8	5842	37.2%	(MISS)
MISSING		920	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_10C

Tape Pos. 243-243
Format: I1

F2T3_10C DISCUSS NEW INSTRUCTIONL TECHNQS W/TCHRS

New instructional techniques in my subject

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	774	4.9%	7.6%
SOMETIMES	2	6374	40.6%	72.5%
OFTEN	3	1784	11.4%	19.9%
RESERVED CODES:				
NO TEACHER QUEX	8	5842	37.2%	(MISS)
MISSING		921	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_10D

Tape Pos. 244-244
Format: I1

F2T3_10D DISCUSS SUBJECT AREA CURRICULUM W/TCHRS

Subject area curriculum

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	516	3.3%	4.8%
SOMETIMES	2	5981	38.1%	69.0%
OFTEN	3	2448	15.6%	26.2%
RESERVED CODES:				
NO TEACHER QUEX	8	5842	37.2%	(MISS)
MISSING		908	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_10E

Tape Pos. 245-245
Format: I1

F2T3_10E DISCUSS CURRICULUM FOR A COURSE W/TCHRS

Curriculum for a particular course

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	681	4.3%	7.1%
SOMETIMES	2	6080	38.7%	70.1%
OFTEN	3	2170	13.8%	22.8%
RESERVED CODES:				
NO TEACHER QUEX	8	5842	37.2%	(MISS)
MISSING		922	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_10F

Tape Pos. 246-246
Format: I1

F2T3_10F DISCUSS TESTING PROCEDURES W/TCHRS

Test content and testing procedures

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	1548	9.9%	17.4%
SOMETIMES	2	6171	39.3%	69.4%
OFTEN	3	1214	7.7%	13.2%
RESERVED CODES:				
NO TEACHER QUEX	8	5842	37.2%	(MISS)
MISSING		920	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_10G — Tape Pos. 247-247, Format: I1

F2T3_10G DISCUSS GRADING ISSUES W/TCHRS

Grading issues

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	1113	7.1%	12.7%
SOMETIMES	2	6737	42.9%	74.7%
OFTEN	3	1084	6.9%	12.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	918	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_10H — Tape Pos. 248-248, Format: I1

F2T3_10H DISCUSS OTHER TEACHERS W/TCHRS

Other teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	3464	22.1%	38.3%
SOMETIMES	2	5166	32.9%	59.1%
OFTEN	3	222	1.4%	2.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	998	6.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_11

With whom do you discuss curriculum issues?

Question 3_11A — Tape Pos. 249-249, Format: I1

F2T3_11A DISCUSS CURRICULUM W/TCHRS IN DEPT

Teachers in my department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8583	54.7%	95.5%
NO	2	349	2.2%	4.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	918	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_11B — Tape Pos. 250-250, Format: I1

F2T3_11B DISCUSS CURRICULUM W/TCHRS OUTSIDE DEPT

Teachers outside my department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5162	32.8%	59.4%
NO	2	3770	24.0%	40.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	918	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_11C — Tape Pos. 251-251, Format: I1

F2T3_11C DISCUSS CURRICULUM W/DEPT CHAIR

Department chair/subject area leader/curricular advisor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7641	48.7%	84.2%
NO	2	1294	8.2%	15.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	918	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_11D — Tape Pos. 252-252, Format: I1

F2T3_11D DISCUSS CURRICULUM WITH PRINCIPAL

Principal

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5278	33.6%	62.8%
NO	2	3657	23.3%	37.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	918	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_11E — Tape Pos. 253-253, Format: I1

F2T3_11E DISCUSS CURRICULM WITH OTHER ADMINISTRTR

Other school administrator

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4222	26.9%	48.8%
NO	2	4713	30.0%	51.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	918	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_11F — Tape Pos. 254-254, Format: I1

F2T3_11F DISCUSS CURRICULUM W/TCHRS OUTSIDE SCH

Other teachers outside my school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5305	33.8%	61.2%
NO	2	3630	23.1%	38.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	918	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_11G — Tape Pos. 255-255, Format: I1

F2T3_11G DISCUSS CURRICULUM WITH PARENTS

Parents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3715	23.7%	42.2%
NO	2	5217	33.2%	57.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	918	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_11H — Tape Pos. 256-256, Format: I1

F2T3_11H DISCUSS CURRICULM WITH OTHRS IN COMMUNTY

Others in the community (business leaders, university staff, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2956	18.8%	33.7%
NO	2	5974	38.1%	66.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	918	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_12

With whom do you discuss performance of individual students?

Question 3_12A — Tape Pos. 257-257, Format: I1

F2T3_12A DISCUSS STDNT PERFORMNCE W/DEPT TEACHERS

Teachers in my department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7853	50.0%	88.1%
NO	2	1087	6.9%	11.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	913	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_12B — Tape Pos. 258-258, Format: I1

F2T3_12B DISCUSS ST PERFRMNCE W/TCHRS OUTSDE DEPT

Teachers outside my department

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6367	40.6%	73.0%
NO	2	2572	16.4%	27.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	913	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_12C — Tape Pos. 259-259, Format: I1

F2T3_12C DISCUSS STUDENT PERFORMANCE W/DEPT CHAIR

Department chair/subject area leaders

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6094	38.8%	66.7%
NO	2	2846	18.1%	33.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	913	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_12D — Tape Pos. 260-260, Format: I1

F2T3_12D DISCUSS STUDENT PERFORMANCE W/PRINCIPAL

Principal

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4936	31.4%	57.7%
NO	2	4004	25.5%	42.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	913	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_12E — Tape Pos. 261-261, Format: I1

F2T3_12E DISCUSS STDNT PERFORMANCE W/COUNSELOR(S)

Guidance counselor(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8271	52.7%	93.8%
NO	2	667	4.2%	6.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	913	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_12F — Tape Pos. 262-262, Format: I1

F2T3_12F DISCUSS STDNT PERFRMNCE W/OTHR ADMNSTRTR

Other school administrator

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4286	27.3%	50.6%
NO	2	4654	29.7%	49.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	913	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_12G — Tape Pos. 263-263, Format: I1

F2T3_12G DISCUSS STUDENT PERFORMANCE W/PARENTS

Parents

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8375	53.4%	94.1%
NO	2	564	3.6%	5.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	913	5.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_13

To what extent has each of the following people at this school helped you improve your teaching or solve an instructional or class management problem?

Question 3_13A — Tape Pos. 264-264, Format: I1

F2T3_13A EXTENT PRINCIPAL HELPED IMPROVE TEACHING

Principal or school head

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PROVIDE ANY HELP	1	1675	10.7%	16.8%
NOT HELPFUL	2	1262	8.0%	13.7%
MODERATELY HELPFUL	3	3982	25.4%	46.7%
EXTREMELY HELPFUL	4	1616	10.3%	17.4%
NOT APPLICABLE	5	517	3.3%	5.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	800	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_13B — Tape Pos. 265-265, Format: I1

F2T3_13B EXTENT DEPARTMNT CHAIR IMPROVED TEACHING

Department chair/subject area leader

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PROVIDE ANY HELP	1	904	5.8%	9.7%
NOT HELPFUL	2	803	5.1%	9.2%
MODERATELY HELPFUL	3	3257	20.8%	35.6%
EXTREMELY HELPFUL	4	2367	15.1%	26.5%
NOT APPLICABLE	5	1645	10.5%	19.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	877	5.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_13C — Tape Pos. 266-266, Format: I1

F2T3_13C EXTENT OTH ADMINISTRATRS IMPROVD TEACHNG

Other school administrators

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PROVIDE ANY HELP	1	1806	11.5%	18.1%
NOT HELPFUL	2	1675	10.7%	17.5%
MODERATELY HELPFUL	3	3658	23.3%	42.7%
EXTREMELY HELPFUL	4	1185	7.6%	13.7%
NOT APPLICABLE	5	714	4.5%	8.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	813	5.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_13D — Tape Pos. 267-267, Format: I1

F2T3_13D EXTENT TCHRS IN DEPT IMPROVED TEACHING

Teachers in my department/subject area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PROVIDE ANY HELP	1	533	3.4%	6.3%
NOT HELPFUL	2	505	3.2%	5.7%
MODERATELY HELPFUL	3	4296	27.4%	47.0%
EXTREMELY HELPFUL	4	3338	21.3%	36.9%
NOT APPLICABLE	5	374	2.4%	4.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	807	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_13E — Tape Pos. 268-268, Format: I1

F2T3_13E EXTENT TCHRS OUTSDE DEPT IMPROVD TEACHNG

Teachers outside my department/subject area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PROVIDE ANY HELP	1	1653	10.5%	17.4%
NOT HELPFUL	2	1506	9.6%	17.0%
MODERATELY HELPFUL	3	4092	26.1%	44.9%
EXTREMELY HELPFUL	4	1090	6.9%	13.4%
NOT APPLICABLE	5	702	4.5%	7.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	810	5.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_13F — Tape Pos. 269-269, Format: I1

F2T3_13F EXTENT PERSONNEL GROUP IMPROVED TEACHING

Personnel group or committee

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT PROVIDE ANY HELP	1	3503	22.3%	40.0%
NOT HELPFUL	2	1313	8.4%	14.4%
MODERATELY HELPFUL	3	996	6.3%	11.8%
EXTREMELY HELPFUL	4	250	1.6%	2.8%
NOT APPLICABLE	5	2931	18.7%	31.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_14

Did any of the following events take place this school year? If so, what was the source of these changes?

Question 3_14A — Tape Pos. 270-270, Format: I1

F2T3_14A CHANGED CLASSROOM TESTING PRACTICES

Changed classroom testing practices

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DECISION TO CHANGE DID NOT OCCUR	1	6461	41.2%	74.2%
PERSONAL DECISION TO MAKE CHANGE	2	1596	10.2%	18.3%
DECISION TO CHANGE AT DEPARTMENT LEVEL	3	208	1.3%	2.2%
DECISION TO CHANGE AT SCHOOL LEVEL	4	236	1.8%	2.9%
DECISION TO CHANGE AT DISTRICT OR STATE LEVEL	5	218	1.4%	2.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1132	7.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

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Question 3_14B — Tape Pos. 271-271, Format: I1

F2T3_14B CHANGD STANDRDS FOR EVALUATN OF STUDNTS

Changed standards for evaluation of student performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DECISION TO CHANGE DID NOT OCCUR	1	6212	39.6%	69.6%
PERSONAL DECISION TO MAKE CHANGE	2	1477	9.4%	17.4%
DECISION TO CHANGE AT DEPARTMENT LEVEL	3	285	1.8%	3.7%
DECISION TO CHANGE AT SCHOOL LEVEL	4	336	2.1%	4.8%
DECISION TO CHANGE AT DISTRICT OR STATE LEVEL	5	388	2.5%	4.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1150	7.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_14C — Tape Pos. 272-272, Format: I1

F2T3_14C CHANGED CURRICULAR FOCUS

Changed curricular focus

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DECISION TO CHANGE DID NOT OCCUR	1	5505	35.1%	63.8%
PERSONAL DECISION TO MAKE CHANGE	2	1279	8.1%	14.5%
DECISION TO CHANGE AT DEPARTMENT LEVEL	3	918	5.8%	9.6%
DECISION TO CHANGE AT SCHOOL LEVEL	4	408	2.6%	4.9%
DECISION TO CHANGE AT DISTRICT OR STATE LEVEL	5	588	3.7%	7.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1150	7.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_14D — Tape Pos. 273-273, Format: I1

F2T3_14D CHANGED TEACHING PRACTICES

Changed teaching practices

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DECISION TO CHANGE DID NOT OCCUR	1	4526	28.8%	51.5%
PERSONAL DECISION TO MAKE CHANGE	2	3453	22.0%	40.2%
DECISION TO CHANGE AT DEPARTMENT LEVEL	3	350	2.2%	3.5%
DECISION TO CHANGE AT SCHOOL LEVEL	4	226	1.4%	3.2%
DECISION TO CHANGE AT DISTRICT OR STATE LEVEL	5	141	0.9%	1.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1157	7.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_15

To what extent do you agree with each of the following statements describing student behavior and policies in your school?

Question 3_15A — Tape Pos. 274-274, Format: I1

F2T3_15A TARDINESS & ABSENTEEISM INTERFER W/TCHNG

The amount of student tardiness, class cutting, and absenteeism in this school interferes with my teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	900	5.7%	9.1%
DISAGREE	2	2833	18.1%	32.2%
AGREE	3	3236	20.6%	36.0%
STRONGLY AGREE	4	1881	12.0%	22.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1001	6.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_15B — Tape Pos. 275-275, Format: I1

F2T3_15B STUDNTS' ATTITUDES REDUCE ACADMC SUCCESS

The attitudes and habits students bring to my class greatly reduce their chances for academic success

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	636	4.1%	6.7%
DISAGREE	2	2292	14.6%	23.2%
AGREE	3	3829	24.4%	45.1%
STRONGLY AGREE	4	2080	13.1%	25.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1035	6.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_15C — Tape Pos. 276-276, Format: I1

F2T3_15C RULES FOR STUDENT BEHAVIOR ARE ENFORCED

Rules for student behavior are consistently enforced in this school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY DISAGREE	1	998	6.4%	12.0%
DISAGREE	2	2779	17.7%	31.7%
AGREE	3	4085	26.0%	46.9%
STRONGLY AGREE	4	968	6.2%	9.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1021	6.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16

Indicate the degree to which each of the following is a problem with students in your school.

Question 3_16A — Tape Pos. 277-277, Format: I1

F2T3_16A DEGREE TARDINESS A PROBLEM W/STUDENTS

Tardiness

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	1502	9.6%	18.4%
MODERATE PROBLEM	2	2916	18.6%	34.7%
MINOR PROBLEM	3	3738	23.8%	38.7%
NOT A PROBLEM	4	909	5.8%	8.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	789	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16B

Tape Pos. 278-278
Format: I1

F2T3_16B DEGREE PHYSICAL CONFLICTS A PROBLEM

Physical conflicts among students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	303	1.9%	3.3%
MODERATE PROBLEM	2	1436	9.1%	16.4%
MINOR PROBLEM	3	4404	28.1%	53.3%
NOT A PROBLEM	4	2915	18.6%	26.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	794	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16C

Tape Pos. 279-279
Format: I1

F2T3_16C DEGREE GANG ACTIVITIES A PROBLEM

Gang activities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	249	1.6%	2.5%
MODERATE PROBLEM	2	698	4.4%	7.7%
MINOR PROBLEM	3	2218	14.1%	25.3%
NOT A PROBLEM	4	5891	37.5%	64.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	797	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16D

Tape Pos. 280-280
Format: I1

F2T3_16D DEGREE ROBBERY OR THEFT A PROBLEM

Robbery or theft

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	261	1.7%	2.9%
MODERATE PROBLEM	2	1260	8.0%	13.0%
MINOR PROBLEM	3	4693	29.9%	54.2%
NOT A PROBLEM	4	2834	18.1%	29.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	805	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16E

Tape Pos. 281-281
Format: I1

F2T3_16E DEGREE VANDALISM A PROBLEM

Vandalism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	340	2.2%	3.6%
MODERATE PROBLEM	2	1532	9.8%	16.4%
MINOR PROBLEM	3	4532	28.9%	51.3%
NOT A PROBLEM	4	2651	16.9%	28.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	798	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16F

Tape Pos. 282-282
Format: I1

F2T3_16F DEGREE ABSENTEEISM A PROBLEM

Absenteeism

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	2257	14.4%	26.6%
MODERATE PROBLEM	2	3106	19.8%	35.2%
MINOR PROBLEM	3	3028	19.3%	31.9%
NOT A PROBLEM	4	664	4.2%	6.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	796	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16G

Tape Pos. 283-283
Format: I1

F2T3_16G DEGREE SALE OF DRUGS TO/FROM SCH A PRBLM

Sale of drugs to students on the way to school and/or on school grounds

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	219	1.4%	2.5%
MODERATE PROBLEM	2	1337	8.5%	16.5%
MINOR PROBLEM	3	4281	27.3%	48.4%
NOT A PROBLEM	4	3166	20.2%	32.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	850	5.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16H

Tape Pos. 284-284
Format: I1

F2T3_16H DEGREE USE OF ALCOHOL A PROBLEM

Use of alcohol

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	873	5.6%	9.7%
MODERATE PROBLEM	2	2756	17.6%	32.2%
MINOR PROBLEM	3	3923	25.0%	42.6%
NOT A PROBLEM	4	1477	9.4%	15.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	823	5.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16I

Tape Pos. 285-285
Format: I1

F2T3_16I DEGREE USE OF ILLEGAL DRUGS A PROBLEM

Use of illegal drugs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	311	2.0%	3.6%
MODERATE PROBLEM	2	1749	11.1%	19.9%
MINOR PROBLEM	3	4691	29.9%	52.7%
NOT A PROBLEM	4	2260	14.4%	23.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	842	5.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16J — Tape Pos. 286-286, Format: I1

F2T3_16J DEGREE POSSESSION OF WEAPONS A PROBLEM

Possession of weapons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	121	0.8%	1.3%
MODERATE PROBLEM	2	562	3.6%	6.6%
MINOR PROBLEM	3	2874	18.3%	35.0%
NOT A PROBLEM	4	5455	34.8%	57.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	841	5.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16K — Tape Pos. 287-287, Format: I1

F2T3_16K DEGREE PHYSICAL ABUSE OF TCHRS A PROBLEM

Physical abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	42	0.3%	0.4%
MODERATE PROBLEM	2	173	1.1%	1.8%
MINOR PROBLEM	3	1678	10.7%	20.4%
NOT A PROBLEM	4	7156	45.6%	77.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	803	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16L — Tape Pos. 288-288, Format: I1

F2T3_16L DEGREE CLASS CUTTING A PROBLEM

Class cutting

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	1263	8.0%	14.6%
MODERATE PROBLEM	2	2298	14.6%	27.4%
MINOR PROBLEM	3	3943	25.1%	43.3%
NOT A PROBLEM	4	1541	9.8%	14.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	808	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16M — Tape Pos. 289-289, Format: I1

F2T3_16M DGREE STUS UNDR INFL DRUGS/ALCHL A PRBLM

Students under the influence of drugs/alcohol while at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	129	0.8%	1.4%
MODERATE PROBLEM	2	917	5.8%	9.9%
MINOR PROBLEM	3	4635	29.5%	53.4%
NOT A PROBLEM	4	3318	21.1%	35.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	854	5.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16N — Tape Pos. 290-290, Format: I1

F2T3_16N DEGREE VERBAL ABUSE OF TEACHERS A PROBLM

Verbal abuse of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	568	3.6%	6.7%
MODERATE PROBLEM	2	1700	10.8%	19.1%
MINOR PROBLEM	3	3863	24.6%	45.6%
NOT A PROBLEM	4	2913	18.6%	28.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	809	5.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16O — Tape Pos. 291-291, Format: I1

F2T3_16O DEGREE RACIAL CONFLICTS AMONG STUS PRBLM

Racial/ethnic conflicts among students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	212	1.4%	2.2%
MODERATE PROBLEM	2	1084	7.0%	11.2%
MINOR PROBLEM	3	3779	24.1%	43.6%
NOT A PROBLEM	4	3960	25.2%	43.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	805	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 3_16P — Tape Pos. 292-292, Format: I1

F2T3_16P DEGREE CHEATING ON WRITTEN WORK A PROBLM

Cheating on tests or written assignments

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	998	6.4%	10.6%
MODERATE PROBLEM	2	3076	19.6%	36.5%
MINOR PROBLEM	3	4276	27.2%	45.9%
NOT A PROBLEM	4	703	4.5%	6.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

PART IV. TEACHER BACKGROUND AND ACTIVITIES

Question 4_1 — Tape Pos. 293-293, Format: I1

F2T4_1 TEACHER'S SEX

What is your sex?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	5817	37.1%	59.5%
FEMALE	2	3918	25.0%	40.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	118	0.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_2

Tape Pos. 294-294
Format: I1

F2T4_2 TEACHER'S ETHNIC BACKGROUND

Which best describes you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OTHER	1	160	1.0%	2.3%
HISPANIC, REGARDLESS OF RACE	2	242	1.5%	2.5%
BLACK, NOT OF HISPANIC ORIGIN	3	301	1.9%	3.7%
WHITE, NOT OF HISPANIC ORIGIN	4	8991	57.3%	91.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	10	0.1%	(MISS)
MISSING	8	149	0.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: This variable was recoded on the public and restricted data files by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 4_3

Tape Pos. 295-296
Format: I2

F2T4_3 YEAR OF TEACHER'S BIRTH

What is the year of your birth

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1925 AND BEFORE	01	35	0.2%	0.4%
1926 - 1930	02	165	1.1%	1.3%
1931 - 1935	03	611	3.9%	5.9%
1936 - 1940	04	1033	6.6%	10.9%
1941 - 1945	05	1759	11.2%	20.1%
1946 - 1950	06	1986	12.7%	22.9%
1951 - 1955	07	1278	8.1%	15.5%
1956 - 1960	08	812	5.2%	9.3%
1961 AND AFTER	09	1209	7.7%	13.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	965	6.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: This variable was recoded on the public and restricted data files by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 4_4

Counting this year, how many years in total have you taught at either the elementary or secondary level? (IF ANSWER IS ZERO, WRITE "00")

Question 4_4A

Tape Pos. 297-298
Format: I2

F2T4_4A YEARS TAUGHT AT THE ELEMENTARY LEVEL

Number of years taught at the elementary level (K-6)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 YEARS	00	8422	53.7%	92.8%
1 - 3 YEARS	01	389	2.5%	4.3%
4 - 6 YEARS	02	144	0.9%	1.3%
7 - 9 YEARS	03	53	0.3%	0.6%
10 - 12 YEARS	04	33	0.2%	0.3%
13 - 15 YEARS	05	23	0.1%	0.4%
19 - 21 YEARS	07	4	0.0%	0.0%
22 - 24 YEARS	08	6	0.0%	0.1%
25 OR MORE YEARS	09	10	0.1%	0.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	769	4.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 4_4B

Tape Pos. 299-300
Format: I2

F2T4_4B YEARS TAUGHT AT THE SECONDARY LEVEL

Number of years taught at the secondary level (7-12)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 YEARS	00	14	0.1%	0.2%
1 - 3 YEARS	01	727	4.6%	8.1%
4 - 6 YEARS	02	817	5.2%	9.0%
7 - 9 YEARS	03	792	5.0%	8.6%
10 - 12 YEARS	04	677	4.3%	8.0%
13 - 15 YEARS	05	742	4.7%	8.6%
16 - 18 YEARS	06	926	5.9%	11.3%
19 - 21 YEARS	07	1066	6.8%	11.6%
22 - 24 YEARS	08	1054	6.7%	11.7%
25 OR MORE YEARS	09	2261	14.4%	23.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	777	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 4_5

Tape Pos. 301-302
Format: I2

F2T4_5 TOTAL YEARS TAUGHT IN THIS SCHOOL

Counting this year, how many years in total have you taught in this school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 YEARS	00	6	0.0%	0.0%
1 - 3 YEARS	01	1582	10.1%	16.7%
4 - 6 YEARS	02	1315	8.4%	15.4%
7 - 9 YEARS	03	1286	8.2%	13.4%
10 - 12 YEARS	04	966	6.2%	11.6%
13 - 15 YEARS	05	752	4.8%	8.6%
16 - 18 YEARS	06	573	3.7%	6.4%
19 - 21 YEARS	07	705	4.5%	7.7%
22 - 24 YEARS	08	786	5.0%	8.3%
25 OR MORE YEARS	09	1088	6.9%	11.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	794	5.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 4_6

Tape Pos. 303-303
Format: I1

F2T4_6 EMPLOYMENT STATUS IN THIS SCHOOL/SYSTEM

What is your employment status in this school or school system?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
REGULAR FULL-TIME POSITION	1	8923	86.9%	97.8%
REGULAR PART-TIME POSITION	2	139	0.9%	2.0%
SUBSTITUTE TEACHER	3	19	0.1%	0.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	772	4.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_7

What type of math and science teaching certifications do you hold from the state where you teach?

Question 4_7A

Tape Pos. 304-305
Format: I2

F2T4_7A MATHEMATICS TEACHING CERTIFICATION

Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
REGULAR OR STANDARD CERTIFICATION OFFERED IN YOUR STATE	01	5910	37.7%	69.1%
PROBATIONARY CERTIFICATION (THE INITIAL CERTIFICATION ISSUED AFTER SATISFYING ALL REQUIREMENTS EXCEPT THE COMPLETION OF A PROBATIONARY PERIOD)	02	68	0.4%	0.7%
TEMPORARY, PROVISIONAL, OR EMERGENCY CERTIFICATION (REQUIRE ADDITIONAL COURSEWORK BEFORE REGULAR CERTIFICATION CAN BE OBTAINED)	03	151	1.0%	1.8%
I AM NOT CERTIFIED	04	2377	15.1%	26.6%
PRIVATE SCHOOL CERTIFICATION	05	116	0.7%	0.7%
STANDARD STATE CERTIFICATION AND PRIVATE SCHOOL CERTIFICATION	06	106	0.7%	1.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	96	143	0.9%	(MISS)
MISSING	98	982	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_7B

Tape Pos. 306-307
Format: I2

F2T4_7B SCIENCE TEACHING CERTIFICATION

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
REGULAR OR STANDARD CERTIFICATION OFFERED IN YOUR STATE	01	4319	27.5%	56.0%
PROBATIONARY CERTIFICATION (THE INITIAL CERTIFICATION ISSUED AFTER SATISFYING ALL REQUIREMENTS EXCEPT THE COMPLETION OF A PROBATIONARY PERIOD)	02	59	0.4%	0.8%
TEMPORARY, PROVISIONAL, OR EMERGENCY CERTIFICATION (REQUIRE ADDITIONAL COURSEWORK BEFORE REGULAR CERTIFICATION CAN BE OBTAINED)	03	130	0.8%	1.3%
I AM NOT CERTIFIED	04	3282	20.9%	40.3%
PRIVATE SCHOOL CERTIFICATION	05	92	0.6%	0.7%
STANDARD STATE CERTIFICATION AND PRIVATE SCHOOL CERTIFICATION	06	87	0.6%	0.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	96	152	1.0%	(MISS)
MISSING	98	1732	11.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_8

What academic degree(s) do you hold?

Question 4_8A

Tape Pos. 308-308
Format: I1

F2T4_8A NO ACADEMIC DEGREE HELD

No degree

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4	0.0%	0.0%
DOES NOT APPLY	2	9067	57.8%	100.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	782	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_8B

Tape Pos. 309-309
Format: I1

F2T4_8B ASSOCIATE DEGREE HELD

Associate degree

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	323	2.1%	3.6%
DOES NOT APPLY	2	8748	55.7%	96.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	782	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_8C

Tape Pos. 310-310
Format: I1

F2T4_8C BACHELOR'S DEGREE HELD

Bachelor's

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6896	43.9%	76.3%
DOES NOT APPLY	2	2175	13.9%	23.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	782	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_8D

Tape Pos. 311-311
Format: I1

F2T4_8D MASTER'S DEGREE HELD

Master's

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5107	32.5%	53.8%
DOES NOT APPLY	2	3964	25.3%	46.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	782	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_8E

Tape Pos. 312-312
Format: I1

F2T4_8E EDUCATION SPECIALIST DEGREE HELD

Education specialist or professional diploma at least one year of work beyond master's level

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1166	7.4%	13.0%
DOES NOT APPLY	2	7905	50.4%	87.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	782	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_8F

Tape Pos. 313-313
Format: I1

F2T4_8F DOCTORATE DEGREE HELD

Doctorate

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	215	1.4%	1.7%
DOES NOT APPLY	2	8856	56.4%	98.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	782	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_8G — Tape Pos. 314-314, Format: I1

F2T4_8G FIRST PROFESSIONAL DEGREE HELD

First professional degree (e.g., M.D., D.D.S.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	45	0.3%	0.4%
DOES NOT APPLY	2	9026	57.5%	99.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	782	5.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9

What were your major and minor fields of study for your bachelor's degree?

Question 4_9A1 — Tape Pos. 315-315, Format: I1

F2T4_9A1 BACHELOR'S DEGREE MAJOR: EDUCATION

Major - Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2218	14.1%	26.1%
DOES NOT APPLY	2	6855	43.7%	73.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9B1 — Tape Pos. 316-316, Format: I1

F2T4_9B1 BACHELOR'S DEGREE MAJOR: MATHEMATICS

Major - Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4354	27.7%	46.2%
DOES NOT APPLY	2	4719	30.1%	53.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9C1 — Tape Pos. 317-317, Format: I1

F2T4_9C1 BACH DEG MAJOR: NATURAL/PHYSICAL SCIENCE

Major - Natural/physical sciences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1744	11.1%	18.6%
DOES NOT APPLY	2	7329	46.7%	81.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9D1 — Tape Pos. 318-318, Format: I1

F2T4_9D1 BACH DEG MAJOR: LIFE/BIOLOGICAL SCIENCES

Major - Life/biological sciences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1648	10.5%	19.1%
DOES NOT APPLY	2	7425	47.3%	80.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9E1 — Tape Pos. 319-319, Format: I1

F2T4_9E1 BACHELOR'S DEGREE MAJOR: COMPUTR SCIENCE

Major - Computer science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	97	0.6%	1.1%
DOES NOT APPLY	2	8976	57.2%	98.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9F1 — Tape Pos. 320-320, Format: I1

F2T4_9F1 BACHELOR'S DEGREE MAJOR: FOREIGN LANGUAG

Major - Foreign language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	56	0.4%	0.7%
DOES NOT APPLY	2	9017	57.5%	99.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9G1 — Tape Pos. 321-321, Format: I1

F2T4_9G1 BACHELOR'S DEGREE MAJOR: ENGLISH

Major - English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	159	1.0%	1.5%
DOES NOT APPLY	2	8914	56.8%	98.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9H1 — Tape Pos. 322-322, Format: I1

F2T4_9H1 BACHELOR'S DEGREE MAJOR: HISTORY

Major - History (or social studies/social science)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	324	2.1%	4.7%
DOES NOT APPLY	2	8749	55.7%	95.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9I1 — Tape Pos. 323-323, Format: I1

F2T4_9I1 BACHELOR'S DEGREE MAJOR: OTHER AREA

Major - Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1063	6.8%	12.5%
DOES NOT APPLY	2	8010	51.0%	87.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9A2 — Tape Pos. 324-324, Format: I1

F2T4_9A2 BACHELOR'S DEGREE MINOR: EDUCATION

Minor - Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1526	9.7%	15.5%
DOES NOT APPLY	2	7847	48.1%	84.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9B2 — Tape Pos. 325-325, Format: I1

F2T4_9B2 BACHELOR'S DEGREE MINOR: MATHEMATICS

Minor - Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1527	9.7%	17.5%
DOES NOT APPLY	2	7546	48.1%	82.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9C2 — Tape Pos. 326-326, Format: I1

F2T4_9C2 BACH DEG MINOR: NATURAL/PHYSICAL SCIENCE

Minor - Natural/physical sciences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2033	13.0%	22.7%
DOES NOT APPLY	2	7040	44.9%	77.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9D2 — Tape Pos. 327-327, Format: I1

F2T4_9D2 BACH DEG MINOR: LIFE/BIOLOGICAL SCIENCES

Minor - Life/biological sciences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	710	4.5%	7.3%
DOES NOT APPLY	2	8363	53.3%	92.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9E2 — Tape Pos. 328-328, Format: I1

F2T4_9E2 BACHELOR'S DEGREE MINOR: COMPUTR SCIENCE

Minor - Computer science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	241	1.5%	2.6%
DOES NOT APPLY	2	8832	56.3%	97.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9F2 — Tape Pos. 329-329, Format: I1

F2T4_9F2 BACHELOR'S DEGREE MINOR: FOREIGN LANGUAG

Minor - Foreign language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	278	1.8%	3.5%
DOES NOT APPLY	2	8795	56.0%	96.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9G2 — Tape Pos. 330-330, Format: I1

F2T4_9G2 BACHELOR'S DEGREE MINOR: ENGLISH

Minor - English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	430	2.7%	4.9%
DOES NOT APPLY	2	8643	55.1%	95.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9H2 — Tape Pos. 331-331, Format: I1

F2T4_9H2 BACHELOR'S DEGREE MINOR: HISTORY

Minor - History (or social studies/social science)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	592	3.8%	6.3%
DOES NOT APPLY	2	8481	54.0%	93.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_9I2 — Tape Pos. 332-332, Format: I1

F2T4_9I2 BACHELOR'S DEGREE MINOR: OTHER AREA

Minor - Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1142	7.3%	14.0%
DOES NOT APPLY	2	7931	50.5%	86.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	773	4.9%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_10

What were your primary and secondary fields of study for your highest graduate degree?

Question 4_10 — Tape Pos. 333-333, Format: I1

F2T4_10 TCHR DID NOT RECEIVE GRADUATE DEGREE

Not applicable; did not receive a graduate degree

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT APPLICABLE; DID NOT RECEIVE A GRADUATE DEGREE	1	3437	21.9%	37.2%
RECEIVED GRADUATE DEGREE	2	6409	40.8%	62.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
LEGITIMATE SKIP	9	7	0.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410A1 — Tape Pos. 334-334, Format: I1

F2T410A1 GRADUATE DEGREE PRIMARY: EDUCATION

Primary - Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2215	14.1%	41.1%
DOES NOT APPLY	2	3394	21.6%	58.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410B1 — Tape Pos. 335-335, Format: I1

F2T410B1 GRADUATE DEGREE PRIMARY: MATHEMATICS

Primary - Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1571	10.0%	26.2%
DOES NOT APPLY	2	4038	25.7%	73.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410C1 — Tape Pos. 336-336, Format: I1

F2T410C1 GRAD DEGREE PRIMARY: NATL/PHYSICL SCIENC

Primary - Natural/physical sciences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	800	5.1%	12.8%
DOES NOT APPLY	2	4809	30.6%	87.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410D1 — Tape Pos. 337-337, Format: I1

F2T410D1 GRAD DEG PRIMARY: LIFE/BIOLOGCL SCIENCE

Primary - Life/biological sciences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	599	3.8%	11.4%
DOES NOT APPLY	2	5010	31.9%	88.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410E1 — Tape Pos. 338-338, Format: I1

F2T410E1 GRADUATE DEG PRIMARY: COMPUTER SCIENCE

Primary - Computer science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	123	0.8%	2.0%
DOES NOT APPLY	2	5486	35.0%	98.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410F1 — Tape Pos. 339-339, Format: I1

F2T410F1 GRADUATE DEGREE PRIMARY: FOREIGN LANGUAG

Primary - Foreign language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	5	0.0%	0.1%
DOES NOT APPLY	2	5604	35.7%	99.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410G1 — Tape Pos. 340-340, Format: I1

F2T410G1 GRADUATE DEGREE PRIMARY: ENGLISH

Primary - English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	14	0.1%	0.2%
DOES NOT APPLY	2	5595	35.6%	99.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410H1 — Tape Pos. 341-341, Format: I1

F2T410H1 GRADUATE DEGREE PRIMARY: HISTORY

Primary - History (or social studies/social science)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	70	0.4%	1.0%
DOES NOT APPLY	2	5539	35.3%	99.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410I1 — Tape Pos. 342-342, Format: I1

F2T410I1 GRADUATE DEGREE PRIMARY: OTHER AREA

Primary - Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	547	3.5%	11.0%
DOES NOT APPLY	2	5062	32.3%	89.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410A2 — Tape Pos. 343-343, Format: I1

F2T410A2 GRADUATE DEGREE SECONDARY: EDUCATION

Secondary - Education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	1	1424	9.1%	24.5%
DOES NOT APPLY	2	4185	26.7%	75.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410B2 — Tape Pos. 344-344, Format: I1

F2T410B2 GRADUATE DEGREE SECONDARY: MATHEMATICS

Secondary - Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1121	7.1%	19.7%
DOES NOT APPLY	2	4488	28.6%	80.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410C2 — Tape Pos. 345-345, Format: I1

F2T410C2 GRAD DEG SECONDARY: NATL/PHYSICAL SCIENC

Secondary - Natural/physical sciences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	623	4.0%	11.6%
DOES NOT APPLY	2	4986	31.8%	88.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410D2 — Tape Pos. 346-346, Format: I1

F2T410D2 GRAD DEG SECONDARY: LIFE/BIOLOGCL SCIENC

Secondary - Life/biological sciences

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	429	2.7%	7.6%
DOES NOT APPLY	2	5180	33.0%	92.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410E2 — Tape Pos. 347-347, Format: I1

F2T410E2 GRADUATE DEG SECONDARY: COMPUTR SCIENCE

Secondary - Computer science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	188	1.2%	3.8%
DOES NOT APPLY	2	5421	34.5%	96.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410F2 — Tape Pos. 348-348, Format: I1

F2T410F2 GRADUATE DEGREE SECONDARY: FOREIGN LANG

Secondary - Foreign language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	14	0.1%	0.3%
DOES NOT APPLY	2	5595	35.6%	99.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410G2 — Tape Pos. 349-349, Format: I1

F2T410G2 GRADUATE DEGREE SECONDARY: ENGLISH

Secondary - English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	35	0.2%	1.0%
DOES NOT APPLY	2	5574	35.5%	99.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410H2 — Tape Pos. 350-350, Format: I1

F2T410H2 GRADUATE DEGREE SECONDARY: HISTORY

Secondary - History (or social studies/social science)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	107	0.7%	1.8%
DOES NOT APPLY	2	5502	35.1%	98.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 410I2 — Tape Pos. 351-351, Format: I1

F2T410I2 GRADUATE DEGREE SECONDARY: OTHER AREA

Secondary - Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	507	3.2%	9.6%
DOES NOT APPLY	2	5102	32.5%	90.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	800	5.1%	(MISS)
LEGITIMATE SKIP	9	3444	21.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11

Darken the oval beside any of the following subjects which you have taught this year. (MARK ALL THAT APPLY)

Question 4_11A — Tape Pos. 352-352, Format: I1

F2T4_11A TAUGHT MATHEMATICS THIS YEAR

Mathematics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	6144	39.1%	63.4%
DOES NOT APPLY	2	3709	23.6%	36.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11B — Tape Pos. 353-353, Format: I1

F2T4_11B TAUGHT SCIENCE THIS YEAR

Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	4195	26.7%	42.0%
DOES NOT APPLY	2	5658	36.0%	58.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11C — Tape Pos. 354-354, Format: I1

F2T4_11C TAUGHT HUMANITIES THIS YEAR

Humanities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	24	0.2%	0.3%
DOES NOT APPLY	2	9829	62.6%	99.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11D — Tape Pos. 355-355, Format: I1

F2T4_11D TAUGHT ENGLISH THIS YEAR

English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	77	0.5%	1.0%
DOES NOT APPLY	2	9776	62.3%	99.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11E — Tape Pos. 356-356, Format: I1

F2T4_11E TAUGHT A FOREIGN LANGUAGE THIS YEAR

Foreign language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	29	0.2%	0.4%
DOES NOT APPLY	2	9824	62.6%	99.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11F — Tape Pos. 357-357, Format: I1

F2T4_11F TAUGHT SOCIAL SCIENCE/STUDIES THIS YEAR

Social science/social studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	114	0.7%	1.2%
DOES NOT APPLY	2	9739	62.1%	98.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11G — Tape Pos. 358-358, Format: I1

F2T4_11G TAUGHT HISTORY THIS YEAR

History

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	48	0.3%	0.6%
DOES NOT APPLY	2	9805	62.5%	99.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11H — Tape Pos. 359-359, Format: I1

F2T4_11H TAUGHT COMPUTER SCIENCE THIS YEAR

Computer science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	674	4.3%	7.2%
DOES NOT APPLY	2	9179	58.5%	92.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11I — Tape Pos. 360-360, Format: I1

F2T4_11I TAUGHT VOC/TECH/BUSINESS ED THIS YEAR

Vocational/technical/business education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	243	1.5%	3.9%
DOES NOT APPLY	2	9610	61.2%	96.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11J — Tape Pos. 361-361, Format: I1

F2T4_11J TAUGHT PHYSICAL EDUCATION THIS YEAR

Physical education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	192	1.2%	2.1%
DOES NOT APPLY	2	9661	61.6%	97.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

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Question 4_11K — Tape Pos. 362-362, Format: I1

F2T4_11K TAUGHT SPECIAL EDUCATION THIS YEAR

Special education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	70	0.4%	0.9%
DOES NOT APPLY	2	9783	62.3%	99.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_11L — Tape Pos. 363-363, Format: I1

F2T4_11L TAUGHT A CLASS OTHER THAN LISTED ABOVE

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	348	2.2%	3.3%
DOES NOT APPLY	2	9505	60.6%	96.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12

Darken the oval beside the courses which you have taught most frequently this year. If you have taught two or more courses with the same frequency, mark all of those courses.

Question 4_12A — Tape Pos. 364-364, Format: I1

F2T4_12A TAUGHT GENERAL MATH FREQUENTLY THIS YEAR

General Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	811	5.2%	9.8%
DOES NOT APPLY	2	8182	52.1%	90.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12B — Tape Pos. 365-365, Format: I1

F2T4_12B TAUGHT PRE-ALGEBRA FREQUENTLY THIS YEAR

Pre-Algebra

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	671	4.3%	7.7%
DOES NOT APPLY	2	8322	53.0%	92.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12C — Tape Pos. 366-366, Format: I1

F2T4_12C TAUGHT ALGEBRA I FREQUENTLY THIS YEAR

Algebra I

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1684	10.8%	18.9%
DOES NOT APPLY	2	7329	46.7%	81.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12D — Tape Pos. 367-367, Format: I1

F2T4_12D TAUGHT ALGEBRA II FREQUENTLY THIS YEAR

Algebra II

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2195	14.0%	26.8%
DOES NOT APPLY	2	6798	43.3%	73.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12E — Tape Pos. 368-368, Format: I1

F2T4_12E TAUGHT GEOMETRY FREQUENTLY THIS YEAR

Geometry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1754	11.2%	20.6%
DOES NOT APPLY	2	7239	46.1%	79.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12F — Tape Pos. 369-369, Format: I1

F2T4_12F TAUGHT TRIGONOMETRY FREQUENTLY THIS YEAR

Trigonometry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1564	10.0%	16.7%
DOES NOT APPLY	2	7429	47.3%	83.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12G — Tape Pos. 370-370, Format: I1

F2T4_12G TAUGHT PRE-CALCULUS FREQUENTLY THIS YEAR

Pre-Calculus

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1774	11.3%	18.4%
DOES NOT APPLY	2	7219	46.0%	81.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12H — Tape Pos. 371-371, Format: I1

F2T4_12H TAUGHT CALCULUS FREQUENTLY THIS YEAR

Calculus

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	788	5.0%	7.5%
DOES NOT APPLY	2	8208	52.3%	92.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12I — Tape Pos. 372-372, Format: I1

F2T4_12I TAUGHT CONSUMER/BUS MATH FREQNLY THIS YR

Consumer/Business Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	551	3.5%	6.3%
DOES NOT APPLY	2	8442	53.8%	93.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12J — Tape Pos. 373-373, Format: I1

F2T4_12J TAUGHT AP CALCULUS FREQUENTLY THIS YEAR

AP Calculus

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	641	4.1%	5.8%
DOES NOT APPLY	2	8352	53.2%	94.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12K — Tape Pos. 374-374, Format: I1

F2T4_12K TAUGHT OTHER MATH FREQUENTLY THIS YEAR

Other Math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	808	5.1%	8.6%
DOES NOT APPLY	2	8185	52.2%	91.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12L — Tape Pos. 375-375, Format: I1

F2T4_12L TAUGHT GENERAL SCIENCE FREQNLY THIS YEAR

General Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	241	1.5%	3.7%
DOES NOT APPLY	2	8752	55.8%	96.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12M — Tape Pos. 376-376, Format: I1

F2T4_12M TAUGHT GEN PHYSCL SCI FREQUENTLY THIS YR

General Physical Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	582	3.7%	6.7%
DOES NOT APPLY	2	8411	53.6%	93.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12N — Tape Pos. 377-377, Format: I1

F2T4_12N TAUGHT EARTH SCIENCE FREQUENTLY THIS YR

Earth Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	366	2.3%	3.9%
DOES NOT APPLY	2	8627	55.0%	96.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12O — Tape Pos. 378-378, Format: I1

F2T4_12O TAUGHT PRINCPL OF TECHGY FREQNLY THIS YR

Principles of Technology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	60	0.4%	0.7%
DOES NOT APPLY	2	8933	56.9%	99.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12P — Tape Pos. 379-379, Format: I1

F2T4_12P TAUGHT BIOLOGY FREQUENTLY THIS YEAR

Biology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1284	8.2%	16.1%
DOES NOT APPLY	2	7709	49.1%	83.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12Q — Tape Pos. 380-380, Format: I1

F2T4_12Q TAUGHT CHEMISTRY FREQUENTLY THIS YEAR

Chemistry

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1245	7.9%	13.8%
DOES NOT APPLY	2	7748	49.4%	86.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12R — Tape Pos. 381-381, Format: I1

F2T4_12R TAUGHT PHYSICS FREQUENTLY THIS YEAR

Physics

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1461	9.3%	14.4%
DOES NOT APPLY	2	7532	48.0%	85.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12S — Tape Pos. 382-382, Format: I1

F2T4_12S TAUGHT AP SCIENCE FREQUENTLY THIS YEAR

AP Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	584	3.7%	5.2%
DOES NOT APPLY	2	8409	53.6%	94.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12T — Tape Pos. 383-383, Format: I1

F2T4_12T TAUGHT OTHER SCIENCE FREQUENTLY THIS YR

Other Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	613	3.9%	7.1%
DOES NOT APPLY	2	8380	53.4%	92.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12U — Tape Pos. 384-384, Format: I1

F2T4_12U TAUGHT COMPUTER SCI FREQUENTLY THIS YEAR

Computer Science

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	481	3.1%	6.1%
DOES NOT APPLY	2	8512	54.2%	93.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_12V — Tape Pos. 385-385, Format: I1

F2T4_12V TAUGHT OTH NON-MATH NON-SCI FREQ THIS YR

Other non-math, non-science course

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	263	1.7%	3.6%
DOES NOT APPLY	2	8730	55.6%	96.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	860	5.5%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_13

How many undergraduate and graduate courses have you taken in the subject area you teach most frequently? A course is one that meets 2-5 classroom hours per week during one semester or quarter. If you don't know, please give your best estimate. IF TEACHING ANY MATH SUBJECT, INCLUDE ALL MATH COURSES. IF TEACHING ANY SCIENCE SUBJECT, INCLUDE ALL SCIENCE COURSES.

Question 4_13A — Tape Pos. 386-386, Format: I1

F2T4_13A UNDERGRADUATE COURSES TAKEN IN SUBJECT

Undergraduate Courses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	168	1.1%	2.9%
1-4 COURSES	2	557	3.6%	6.0%
5-7 COURSES	3	770	4.9%	10.8%
8 OR MORE COURSES	4	6901	44.0%	80.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1457	9.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_13B — Tape Pos. 387-387, Format: I1

F2T4_13B GRADUATE COURSES TAKEN IN SUBJECT

Graduate Courses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	2040	13.0%	23.8%
1-4 COURSES	2	1898	12.1%	23.0%
5-7 COURSES	3	1517	9.7%	16.2%
8 OR MORE COURSES	4	3390	21.6%	37.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	1004	6.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_14 — Tape Pos. 388-388, Format: I1

F2T4_14 HOW OFTEN TCHR FEELS SATISFIED WITH JOB

During the current (1991-92) school year, how often have you felt satisfied with your teaching job?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALMOST NEVER	1	167	1.1%	1.8%
SOME OF THE TIME	2	1802	11.5%	19.6%
MOST OF THE TIME	3	6590	42.0%	68.0%
ALL OF THE TIME	4	1075	6.8%	10.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	218	1.4%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_15

Did either of the following take place within your teaching this school year?

Question 4_15A — Tape Pos. 389-389, Format: I1

F2T4_15A STARTED TO TEACH A NEW SUBJECT

Started to teach a new subject

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2971	18.9%	31.9%
NO	2	5930	38.1%	68.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	902	5.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_15B — Tape Pos. 390-390, Format: I1

F2T4_15B STARTED TO TEACH DIFFERENT ABILITY LEVEL

Started to teach a different ability level of students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2402	15.3%	25.5%
NO	2	6549	41.7%	74.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	902	5.7%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_16

Have you received any of the following types of support in the last 12 months for in-service education in your main subject area(s)?

Question 4_16A — Tape Pos. 391-391, Format: I1

F2T4_16A RELEASED FROM TEACHING FOR IN-SERVICE ED

Released time from teaching

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3642	23.2%	42.1%
NO	2	5291	33.7%	57.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	920	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_16B — Tape Pos. 392-392, Format: I1

F2T4_16B TRAVEL/PER DIEM EXPENSES FOR IN-SRVC ED

Travel and/or per diem expenses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2887	18.4%	33.2%
NO	2	6046	38.5%	66.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	920	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_16C — Tape Pos. 393-393, Format: I1

F2T4_16C RECEIVED STIPEND(S) FOR IN-SERVICE EDUC

Stipend(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1384	8.8%	15.2%
NO	2	7549	48.1%	84.8%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	920	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_16D — Tape Pos. 394-394, Format: I1

F2T4_16D PROFESSNAL GROWTH CREDITS FOR IN-SRV ED

Professional growth credits

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2851	18.2%	31.9%
NO	2	6082	38.8%	68.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	920	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17

Please indicate whether you have participated in any of the following activities during this past school year.

Question 4_17A — Tape Pos. 395-395, Format: I1

F2T4_17A PART IN SCHL-SYSTM WORKSHP DURING SCH YR

School-system sponsored workshops during school year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6966	44.4%	77.7%
NO	2	1960	12.5%	22.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17B — Tape Pos. 396-396, Format: I1

F2T4_17B PART IN SCHL-SYSTM WORKSHP DURING SUMMER

School-system sponsored workshops during summer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2162	13.8%	26.0%
NO	2	6767	43.1%	74.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17C — Tape Pos. 397-397, Format: I1

F2T4_17C PART IN SCHOOL-WIDE CURRICULUM COMMITTEE

School-wide curriculum committee

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3184	20.3%	36.7%
NO	2	5742	36.6%	63.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17D — Tape Pos. 398-398, Format: I1

F2T4_17D PART IN DEPARTMENT CURRICULUM COMMITTEE

Department curriculum committee

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5118	32.6%	57.9%
NO	2	3811	24.3%	42.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17E — Tape Pos. 399-399, Format: I1

F2T4_17E PART IN COMMITTEE WORK/SPCIAL ASSIGNMNT

Committee work or special assignment other than curriculum

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4894	31.2%	55.1%
NO	2	4035	25.7%	44.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17F — Tape Pos. 400-400, Format: I1

F2T4_17F PART IN UNIVERSITY EXTENSION COURSES

University extension courses (non-credit bearing)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	867	5.5%	11.4%
NO	2	8061	51.4%	88.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17G — Tape Pos. 401-401, Format: I1

F2T4_17G PART IN COLL COURS IN EDUC DURING SCH YR

College courses in EDUCATION during school year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1198	7.6%	15.1%
NO	2	7731	49.3%	84.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17H — Tape Pos. 402-402, Format: I1

F2T4_17H PART IN OTHR COLLG COURSE DURING SCHL YR

College courses in subject fields OTHER THAN EDUCATION during school year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1314	8.4%	18.0%
NO	2	7614	48.5%	82.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17I — Tape Pos. 403-403, Format: I1

F2T4_17I PART IN COLL COURSE IN EDUC DURING SUMMER

College courses in EDUCATION during the summer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1222	7.8%	15.8%
NO	2	7707	49.1%	84.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17J — Tape Pos. 404-404, Format: I1

F2T4_17J PART IN OTHER COLLEG COURSE DURING SUMMER

College courses in subjects OTHER THAN EDUCATION during the summer

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1408	9.0%	17.4%
NO	2	7521	47.9%	82.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_17K — Tape Pos. 405-405, Format: I1

F2T4_17K PART IN PROFESSIONAL GROWTH ACTIVITIES

Professional growth activities sponsored by professional association(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4790	30.5%	53.6%
NO	2	4138	26.4%	46.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	924	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_18 — Tape Pos. 406-406, Format: I1

F2T4_18 ATTENDED TEACHER ENRICHMENT PROGRAMS

Teacher enrichment programs can focus on many different topics, such as classroom techniques, advances in technology, applications of subjects, etc. Have you attended any teacher enrichment programs this year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5238	33.4%	59.8%
NO	2	3691	23.5%	40.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	923	5.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_19

In the teacher enrichment programs you attended this year, were any of the following topics discussed?

Question 4_19A Tape Pos. 407-407 Format: I1

F2T4_19A USES OF TECHNOLOGY DISCUSSED

Uses of technology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4197	26.7%	80.4%
NO	2	1042	6.6%	19.6%
RESERVED CODES:				
NO TEACHER QUEX	8	923	5.9%	(MISS)
MISSING	9	3691	23.5%	(MISS)
LEGITIMATE SKIP		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_19B Tape Pos. 408-408 Format: I1

F2T4_19B APPLICATIONS OF SCI AND MATH DISCUSSED

Applications of science and math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3771	24.0%	73.7%
NO	2	1468	9.4%	26.3%
RESERVED CODES:				
NO TEACHER QUEX	8	923	5.9%	(MISS)
MISSING	9	3691	23.5%	(MISS)
LEGITIMATE SKIP		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_19C Tape Pos. 409-409 Format: I1

F2T4_19C STUDY OF A SPECIALIZED SUBJECT DISCUSSED

In-depth study of a specialized subject

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1865	11.9%	32.7%
NO	2	3373	21.5%	67.3%
RESERVED CODES:				
NO TEACHER QUEX	8	923	5.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	9	3691	23.5%	(MISS)
LEGITIMATE SKIP		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_19D Tape Pos. 410-410 Format: I1

F2T4_19D STUDENT ASSESSMENT DISCUSSED

Student assessment

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2338	14.9%	44.8%
NO	2	2901	18.5%	55.2%
RESERVED CODES:				
NO TEACHER QUEX	8	923	5.9%	(MISS)
MISSING	9	3691	23.5%	(MISS)
LEGITIMATE SKIP		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_19E Tape Pos. 411-411 Format: I1

F2T4_19E CLASSROOM MANAGEMENT DISCUSSED

Classroom management

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2062	13.1%	37.5%
NO	2	3177	20.2%	62.5%
RESERVED CODES:				
NO TEACHER QUEX	8	923	5.9%	(MISS)
MISSING	9	3691	23.5%	(MISS)
LEGITIMATE SKIP		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_19F Tape Pos. 412-412 Format: I1

F2T4_19F COOPERATIVE LEARNING DISCUSSED

Cooperative learning

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3189	20.3%	61.9%
NO	2	2050	13.1%	38.1%
RESERVED CODES:				
NO TEACHER QUEX	8	923	5.9%	(MISS)
MISSING	9	3691	23.5%	(MISS)
LEGITIMATE SKIP		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_19G Tape Pos. 413-413 Format: I1

F2T4_19G HIGHER ORDER THINKING SKILLS DISCUSSED

Improving higher order thinking skills

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3230	20.6%	60.8%
NO	2	2009	12.8%	39.2%
RESERVED CODES:				
NO TEACHER QUEX	8	923	5.9%	(MISS)
MISSING	9	3691	23.5%	(MISS)
LEGITIMATE SKIP		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_20

During the enrichment programs you attended, how long did the coverage of each of the following topics last?

Question 4_20A Tape Pos. 414-414 Format: I1

F2T4_20A EXTENT USES OF TECHNOLOGY DISCUSSED

Uses of technology

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 DAY OR LESS	1	2464	15.7%	62.6%
2-4 DAYS	2	890	5.7%	21.5%
5 DAYS OR MORE	3	634	4.0%	15.7%
WAS NOT COVERED	4	6	0.0%	0.1%
RESERVED CODES:				
NO TEACHER QUEX	8	1126	7.2%	(MISS)
MISSING	9	4733	30.2%	(MISS)
LEGITIMATE SKIP		5842	37.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_20B Tape Pos. 415-415
Format: I1

F2T4_20B EXTENT APPLCTNS OF SCI AND MATH DISCUSSD

Applications of science and math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 DAY OR LESS	1	2208	14.1%	62.9%
2-4 DAYS	2	822	5.2%	22.8%
5 DAYS OR MORE	3	515	3.3%	14.3%
WAS NOT COVERED	4	1	0.0%	0.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1143	7.3%	(MISS)
LEGITIMATE SKIP	9	5159	32.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 4_20C Tape Pos. 416-416
Format: I1

F2T4_20C EXTENT STDY OF A SPECIZD SUBJCT DISCUSSD

In-depth study of a specialized subject

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 DAY OR LESS	1	988	6.2%	53.0%
2-4 DAYS	2	377	2.4%	20.0%
5 DAYS OR MORE	3	420	2.7%	26.7%
WAS NOT COVERED	4	8	0.0%	0.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1018	6.5%	(MISS)
LEGITIMATE SKIP	9	7044	45.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 4_20D Tape Pos. 417-417
Format: I1

F2T4_20D EXTENT STUDENT ASSESSMENT DISCUSSED

Student assessment

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 DAY OR LESS	1	1661	10.6%	75.8%
2-4 DAYS	2	406	2.6%	18.2%
5 DAYS OR MORE	3	118	0.8%	6.0%
WAS NOT COVERED	4	1	0.0%	0.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1075	6.8%	(MISS)
LEGITIMATE SKIP	9	6592	42.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 4_20E Tape Pos. 418-418
Format: I1

F2T4_20E EXTENT CLASSROOM MANAGEMENT DISCUSSED

Classroom management

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 DAY OR LESS	1	1458	9.3%	76.7%
2-4 DAYS	2	355	2.3%	17.2%
5 DAYS OR MORE	3	106	0.7%	6.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1066	6.8%	(MISS)
LEGITIMATE SKIP	9	6868	43.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 4_20F Tape Pos. 419-419
Format: I1

F2T4_20F EXTENT COOPERATIVE LEARNING DISCUSSED

Cooperative learning

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 DAY OR LESS	1	1963	12.5%	65.0%
2-4 DAYS	2	693	4.4%	23.7%
5 DAYS OR MORE	3	350	2.2%	11.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1106	7.0%	(MISS)
LEGITIMATE SKIP	9	5741	36.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 4_20G Tape Pos. 420-420
Format: I1

F2T4_20G EXTENT HIGHR ORDR THINK SKILLS DISCUSSED

Improving higher order thinking skills

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1 DAY OR LESS	1	1987	12.7%	65.7%
2-4 DAYS	2	684	4.4%	23.8%
5 DAYS OR MORE	3	359	2.3%	10.8%
WAS NOT COVERED	4	4	0.0%	0.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1119	7.1%	(MISS)
LEGITIMATE SKIP	9	5700	36.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 4_21

Did your participation in enrichment programs have any of the following effects on you or your teaching? (MARK ALL THAT APPLY FOR EACH TOPIC)

Question 421A1 Tape Pos. 421-421
Format: I1

F2T421A1 USES OF TECH WERE NOT DISCUSSED

Uses of technology - was not discussed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	3936	25.1%	100.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1184	7.5%	(MISS)
LEGITIMATE SKIP	9	4733	30.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 421A2 Tape Pos. 422-422
Format: I1

F2T421A2 USE OF TECH WAS NOT HELPFUL

Uses of technology - was not helpful

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	385	2.5%	8.9%
DOES NOT APPLY	2	3551	22.6%	91.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1184	7.5%	(MISS)
LEGITIMATE SKIP	9	4733	30.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 421A3 — Tape Pos. 423-423, Format: I1

F2T421A3 USE OF TECH CHNGD THINKING IN AREA

Uses of technology - changed my thinking in this area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	727	4.6%	21.1%
DOES NOT APPLY	2	3209	20.4%	78.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1184	7.5%	(MISS)
LEGITIMATE SKIP	9	4733	30.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 421A4 — Tape Pos. 424-424, Format: I1

F2T421A4 USE OF TECH ENCOURAGED TCHR TO SEEK INFO

Uses of technology - encouraged me to seek further information on this topic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2119	13.5%	53.3%
DOES NOT APPLY	2	1817	11.6%	46.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1184	7.5%	(MISS)
LEGITIMATE SKIP	9	4733	30.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 421A5 — Tape Pos. 425-425, Format: I1

F2T421A5 USE OF TECH CHANGED TEACHING PRACTICES

Uses of technology - changed my teaching practices

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1014	6.5%	26.9%
DOES NOT APPLY	2	2922	18.6%	73.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1184	7.5%	(MISS)
LEGITIMATE SKIP	9	4733	30.2%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 421B1 — Tape Pos. 426-426, Format: I1

F2T421B1 APPL SCI & MATH WERE NOT DISCUSSED

Applications of science and math - was not discussed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	3455	22.0%	100.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1239	7.9%	(MISS)
LEGITIMATE SKIP	9	5159	32.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421B2 — Tape Pos. 427-427, Format: I1

F2T421B2 APPL SCI & MATH WERE NOT HELPFUL

Applications of science and math - was not helpful

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	384	2.3%	9.6%
DOES NOT APPLY	2	3091	19.7%	90.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1239	7.9%	(MISS)
LEGITIMATE SKIP	9	5159	32.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421B3 — Tape Pos. 428-428, Format: I1

F2T421B3 APPL SCI & MATH CHANGD THINKNG IN AREA

Applications of science and math - changed my thinking in this area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	842	5.4%	26.4%
DOES NOT APPLY	2	2613	16.6%	73.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1239	7.9%	(MISS)
LEGITIMATE SKIP	9	5159	32.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421B4 — Tape Pos. 429-429, Format: I1

F2T421B4 APPL SCI & MATH ENCOURGD TO SEEK INFO

Applications of science and math - encouraged me to seek further information on this topic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1790	11.4%	50.1%
DOES NOT APPLY	2	1665	10.6%	49.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1239	7.9%	(MISS)
LEGITIMATE SKIP	9	5159	32.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421B5 — Tape Pos. 430-430, Format: I1

F2T421B5 APPL SCI & MATH CHANGD TEACHING PRACTICE

Applications of science and math - changed my teaching practices

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	689	4.2%	19.6%
DOES NOT APPLY	2	2796	17.8%	80.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1239	7.9%	(MISS)
LEGITIMATE SKIP	9	5159	32.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421C1 — Tape Pos. 431-431, Format: I1

F2T421C1 SPECIALIZED SUBJECT WAS NOT DISCUSSED

In-depth study of a specialized subject - was not discussed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	3	0.0%	0.1%
DOES NOT APPLY	2	1635	10.4%	99.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1151	7.3%	(MISS)
LEGITIMATE SKIP	9	7064	45.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421C2 — Tape Pos. 432-432, Format: I1

F2T421C2 SPECIALIZED SUBJECT WAS NOT HELPFUL

In-depth study of a specialized subject - was not helpful

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	227	1.4%	13.0%
DOES NOT APPLY	2	1411	9.0%	87.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1151	7.3%	(MISS)
LEGITIMATE SKIP	9	7064	45.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421C3 — Tape Pos. 433-433, Format: I1

F2T421C3 SPECIALIZD SBJCT CHANGED THINKNG IN AREA

In-depth study of a specialized subject - changed my thinking in this area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	404	2.6%	25.8%
DOES NOT APPLY	2	1234	7.9%	74.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1151	7.3%	(MISS)
LEGITIMATE SKIP	9	7064	45.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421C4 — Tape Pos. 434-434, Format: I1

F2T421C4 SPECIALZD SBJCT ENCRGD TCHR TO SEEK INFO

In-depth study of a specialized subject - encouraged me to seek further information on this topic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	757	4.8%	48.1%
DOES NOT APPLY	2	881	5.6%	51.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1151	7.3%	(MISS)
LEGITIMATE SKIP	9	7064	45.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421C5 — Tape Pos. 435-435, Format: I1

F2T421C5 SPECIALIZED SBJCT CHANGD TEACHNG PRACTICE

In-depth study of a specialized subject - changed my teaching practices

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	358	2.3%	21.1%
DOES NOT APPLY	2	1280	8.2%	78.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1151	7.3%	(MISS)
LEGITIMATE SKIP	9	7064	45.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421D1 — Tape Pos. 436-436, Format: I1

F2T421D1 STUDENT ASSESSMENT WAS NOT DISCUSSED

Student assessment - was not discussed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	2108	13.4%	100.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1153	7.3%	(MISS)
LEGITIMATE SKIP	9	6592	42.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421D2 — Tape Pos. 437-437, Format: I1

F2T421D2 STUDENT ASSESSMENT WAS NOT HELPFUL

Student assessment - was not helpful

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	541	3.4%	25.6%
DOES NOT APPLY	2	1567	10.0%	74.4%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1153	7.3%	(MISS)
LEGITIMATE SKIP	9	6592	42.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421D3 — Tape Pos. 438-438, Format: I1

F2T421D3 STUDENT ASSESSMNT CHANGD THINKNG IN AREA

Student assessment - changed my thinking in this area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	759	4.8%	35.0%
DOES NOT APPLY	2	1349	8.6%	65.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1153	7.3%	(MISS)
LEGITIMATE SKIP	9	6592	42.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421D4 — Tape Pos. 439-439, Format: I1

F2T421D4 STUDNT ASSESSMNT ENCOURAGD TO SEEK INFO

Student assessment - encouraged me to seek further information on this topic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	635	4.0%	30.9%
DOES NOT APPLY	2	1473	9.4%	69.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1153	7.3%	(MISS)
LEGITIMATE SKIP	9	6592	42.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421D5 — Tape Pos. 440-440, Format: I1

F2T421D5 STUDNT ASSESSMNT CHANGD TEACHNG PRACTICE

Student assessment - changed my teaching practices

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	284	1.8%	15.0%
DOES NOT APPLY	2	1824	11.6%	85.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1153	7.3%	(MISS)
LEGITIMATE SKIP	9	6592	42.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421E1 — Tape Pos. 441-441, Format: I1

F2T421E1 CLASSROOM MANAGEMENT WAS NOT DISCUSSED

Classroom management - was not discussed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2	0.0%	0.1%
DOES NOT APPLY	2	1853	11.8%	99.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1130	7.2%	(MISS)
LEGITIMATE SKIP	9	6868	43.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421E2 — Tape Pos. 442-442, Format: I1

F2T421E2 CLASSROOM MANAGEMENT WAS NOT HELPFUL

Classroom management - was not helpful

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	544	3.5%	30.0%
DOES NOT APPLY	2	1311	8.4%	70.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1130	7.2%	(MISS)
LEGITIMATE SKIP	9	6868	43.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421E3 — Tape Pos. 443-443, Format: I1

F2T421E3 CLASSRM MANAGMNT CHANGD THINKING IN AREA

Classroom management - changed my thinking in this area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	610	3.9%	34.1%
DOES NOT APPLY	2	1245	7.9%	65.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1130	7.2%	(MISS)
LEGITIMATE SKIP	9	6868	43.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421E4 — Tape Pos. 444-444, Format: I1

F2T421E4 CLASSRM MANAGMNT ENCRGD TO SEEK INFO

Classroom management - encouraged me to seek further information on this topic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	522	3.3%	26.3%
DOES NOT APPLY	2	1333	8.5%	73.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1130	7.2%	(MISS)
LEGITIMATE SKIP	9	6868	43.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421E5 — Tape Pos. 445-445, Format: I1

F2T421E5 CLASSRM MANAGMNT CHANGD TEACHNG PRACTICE

Classroom management - changed my teaching practices

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	232	1.5%	11.8%
DOES NOT APPLY	2	1623	10.3%	88.2%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1130	7.2%	(MISS)
LEGITIMATE SKIP	9	6868	43.8%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421F1 — Tape Pos. 446-446, Format: I1

F2T421F1 COOPERATIVE LEARNING WAS NOT DISCUSSED

Cooperative learning - was not discussed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	2948	18.8%	100.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1164	7.4%	(MISS)
LEGITIMATE SKIP	9	5741	36.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

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Question 421F2 — Tape Pos. 447-447, Format: I1

F2T421F2 COOPERATIVE LEARNING WAS NOT HELPFUL

Cooperative learning - was not helpful

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	452	2.9%	13.9%
DOES NOT APPLY	2	2496	15.9%	86.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1164	7.4%	(MISS)
LEGITIMATE SKIP	9	5741	36.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421F3 — Tape Pos. 448-448, Format: I1

F2T421F3 COOPERTVE LEARNNG CHNGD THINKING IN AREA

Cooperative learning - changed my thinking in this area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	811	5.2%	29.1%
DOES NOT APPLY	2	2137	13.6%	70.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1164	7.4%	(MISS)
LEGITIMATE SKIP	9	5741	36.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421F4 — Tape Pos. 449-449, Format: I1

F2T421F4 COOPERATVE LEARNNG ENCRGD R TO SEEK INFO

Cooperative learning - encouraged me to seek further information on this topic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1084	6.9%	38.5%
DOES NOT APPLY	2	1864	11.9%	61.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1164	7.4%	(MISS)
LEGITIMATE SKIP	9	5741	36.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421F5 — Tape Pos. 450-450, Format: I1

F2T421F5 COOPRTVE LEARNNG CHANGD TEACHNG PRACTICE

Cooperative learning - changed my teaching practices

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	736	4.7%	26.4%
DOES NOT APPLY	2	2212	14.1%	73.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1164	7.4%	(MISS)
LEGITIMATE SKIP	9	5741	36.6%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421G1 — Tape Pos. 451-451, Format: I1

F2T421G1 HIGH ORDER THINKING SKILLS NOT DISCUSSED

Improving higher order thinking skills - was not discussed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DOES NOT APPLY	2	2873	18.9%	100.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1180	7.5%	(MISS)
LEGITIMATE SKIP	9	5700	36.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421G2 — Tape Pos. 452-452, Format: I1

F2T421G2 HIGH ORDER THINKING SKILLS NOT HELPFUL

Improving higher order thinking skills - was not helpful

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	438	2.8%	16.4%
DOES NOT APPLY	2	2535	16.2%	83.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1180	7.5%	(MISS)
LEGITIMATE SKIP	9	5700	36.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421G3 — Tape Pos. 453-453, Format: I1

F2T421G3 HIGH ORDER THINKING SKILLS CHNGD THINKNG

Improving higher order thinking skills - changed my thinking in this area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	841	5.4%	28.1%
DOES NOT APPLY	2	2132	13.6%	71.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1180	7.5%	(MISS)
LEGITIMATE SKIP	9	5700	36.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421G4 — Tape Pos. 454-454, Format: I1

F2T421G4 HIGH ORDER THNKNG SKLLS ENCRGD SEEK INFO

Improving higher order thinking skills - encouraged me to seek further information on this topic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1306	8.3%	43.1%
DOES NOT APPLY	2	1667	10.6%	56.9%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1180	7.5%	(MISS)
LEGITIMATE SKIP	9	5700	36.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 421G5 — Tape Pos. 455-455, Format: I1

F2T421G5 HGH ORDR THNKNG SKLLS CHNGD TCHNG PRATCS

Improving higher order thinking skills - changed my teaching practices

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	543	3.5%	17.3%
DOES NOT APPLY	2	2430	15.5%	82.7%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	8	1180	7.5%	(MISS)
LEGITIMATE SKIP	9	5700	36.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 4_22

During the first semester of the current school year, how many days of teaching did you miss for any reason?

Question 4_22A — Tape Pos. 456-457, Format: I2

F2T4_22A 1ST SEMSTR DAYS MISSED-ADMINSTRTVE LEAVE

Administrative leave

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 DAYS	01	5028	32.0%	55.5%
1-2	02	2592	16.5%	28.7%
3-4	03	817	5.2%	10.4%
5-7	04	327	2.1%	4.1%
8-11	05	76	0.5%	0.9%
12 OR MORE DAYS	06	28	0.2%	0.3%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
MISSING	98	983	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_22B — Tape Pos. 458-459, Format: I2

F2T4_22B 1ST SEMSTR DAYS MISSED-ILLNESS

Illness

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0 DAYS	01	4037	25.7%	42.4%
1-2	02	3057	19.5%	36.1%
3-4	03	1194	7.6%	15.1%
5-7	04	355	2.3%	4.1%
8-11	05	128	0.8%	1.3%
12 OR MORE DAYS	06	99	0.6%	1.0%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	982	6.3%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_23 — Tape Pos. 460-461, Format: I2

F2T4_23 EXTENT SUPERVISOR OBSERVED TCHR TEACHING

How often did a supervisor or official from your school or district formally observe your teaching during the first semester of the current school year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ALLOWED TO OBSERVE	01	58	0.4%	0.8%
NEVER	02	3151	20.1%	35.4%
ONE TIME ONLY	03	3290	21.0%	36.3%
TWO TO THREE TIMES A SEMESTER/TERM	04	2205	14.0%	25.2%
AT LEAST ONCE A MONTH	05	172	1.1%	1.9%
AT LEAST ONCE A WEEK	06	34	0.2%	0.5%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	943	6.0%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_23M — Tape Pos. 462-463, Format: I2

F2T4_23M DATE COMPLETED: MONTH

Date completed: month

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FEBRUARY	02	3967	25.3%	44.1%
MARCH	03	1699	10.8%	19.0%
APRIL	04	1845	11.8%	18.0%
MAY	05	1041	6.6%	12.2%
JUNE	06	635	4.0%	6.5%
JULY	07	48	0.3%	0.1%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	618	3.9%	(MISS)
TOTALS:		15695	100.0%	100.0%

Question 4_23D — Tape Pos. 464-465, Format: I2

F2T4_23D DATE COMPLETED: DAY

Date completed: day

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	01	397	2.5%	3.9%
	02	366	2.3%	3.6%
	03	242	1.5%	3.6%
	04	174	1.1%	1.8%
	05	173	1.1%	1.9%
	06	210	1.3%	1.9%
	07	209	1.3%	2.5%
	08	162	1.0%	2.0%
	09	160	1.0%	1.5%
	10	563	3.6%	8.5%
	11	655	4.2%	7.8%
	12	447	2.8%	4.9%
	13	475	3.0%	5.2%
	14	475	3.0%	4.6%
	15	216	1.4%	2.1%
	16	235	1.5%	2.4%
	17	295	1.9%	3.5%
	18	359	2.3%	3.9%
	19	351	2.2%	3.6%
	20	314	2.0%	3.8%
	21	281	1.8%	3.1%
	22	189	1.2%	1.8%
	23	156	1.0%	2.0%
	24	326	2.1%	3.5%
	25	271	1.7%	2.3%
	26	251	1.6%	2.6%
	27	305	1.9%	2.9%
	28	268	1.7%	3.1%
	29	193	1.2%	2.1%
	30	246	1.6%	3.0%
	31	253	1.6%	2.6%
RESERVED CODES:				
NO TEACHER QUEX		5842	37.2%	(MISS)
MISSING	98	636	4.1%	(MISS)
TOTALS:		15695	100.0%	100.0%

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Question F2CXTWT — Tape Pos. 466-475, Format: R10.4

F2CXTWT CONTEXTUAL DATA WEIGHT

Use for producing weighted student contextual component statistics, in conjunction with either cross-sectional or longitudinal analyses that also involve school administrator and/or teacher data.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1.9789 TO 12025.0942.....	00	15695	100.0%	100.0%
TOTALS:		15695	100.0%	100.0%

Question F2CXTFLG — Tape Pos. 476-476, Format: I1

F2CXTFLG SAMPLE MEMBER PART OF F2 CONTEXT SAMPLE

Indicates that a sample member belongs to the contextual components sample. Use this variable for identifying sample members who were both enrolled in an eligible contextual school (eligible for collection of school administrator and teacher data) and who completed a second follow-up student questionnaire.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MEMBER OF CONTEXTUAL SAMPLE AND STUDENT QUEX COMPLETE.....	1	15695	100.0%	100.0%
TOTALS:		15695	100.0%	100.0%

Question F2TEQFLG — Tape Pos. 477-477, Format: I1

F2TEQFLG TEACHER QUESTIONNAIRE AVAILABLE

The teacher file includes student participants in the contextual sample regardless of whether or not the student received a teacher report. F2TEQFLG allows analysts to select the students on the file for whom teacher data are available.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
TEACHER QUEX NOT COMPLETED....	0	1008	6.4%	6.1%
TEACHER QUEX COMPLETED.....	1	9853	62.8%	61.7%
NOT APPLICABLE - STUDENT WAS NOT ENROLLED IN MATH OR SCIENCE CLASS.....	2	4834	30.8%	32.3%
TOTALS:		15695	100.0%	100.0%

Question F2F1SCFL — Tape Pos. 478-478, Format: I1

F2F1SCFL STUDENT ATTENDED SAME SCHOOL IN 1990/92

Indicates whether the student attended the same school during data collection in the first follow-up and second follow-up. This flag does not indicate that the small portion of students who moved from a first follow-up school but returned to the school by data collection in the second follow-up were at the school continuously.

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Appendix J

Glossary of NELS:88 Terms

GLOSSARY OF NELS:88 TERMS

Note: Words in the glossary have been cross-referenced. If a word used in a definition has its own entry elsewhere in the glossary, the word appears in italics in its first usage under each entry.

Alternative completer: The NELS:88 second follow-up distinguished three levels of enrollment status: students enrolled in a regular high school program, *dropouts* who had enrolled in (or had completed) some alternative (non-diploma) high school equivalency accrediting program (for example, preparation classes for the *GED test*), and dropouts receiving no alternative instruction. The term "alternative completer" was used for dropouts receiving any sort of instruction to prepare them for equivalency certification, and for dropouts who had already received the GED or other equivalency certification. In terms of questionnaire completion, alternative completers were treated in two ways. Dropouts receiving alternative instruction in preparation for possible equivalency certification were administered the dropout questionnaire. Those dropouts who had received the GED or other high school equivalency certification were treated as school completers, and were administered the *student questionnaire*.

ASCII: American Standard Code for Information Interchange. A standard method for encoding characters; includes codes representing upper and lower case letters, numerals, and punctuation.

Augmentation students: See State augmentation students.

Base year ineligible (BYI) study: A NELS:88 First follow-up study which sought to locate and survey eligible respondents who were part of the Base Year *sample*, yet were ineligible to participate in the Base Year due to mental or physical incapacity, language barrier, or other factors. (See entry for "Followback study of excluded students.")

Bias (due to nonresponse): Difference that occurs when respondents differ as a group from nonrespondents on a characteristic being studied.

Bias (due to undercoverage): This bias arises because some portion of the potential sampling frame is missed or excluded. For example, if the school list from which a school *sample* is drawn is incomplete or inaccurate, school undercoverage may occur. In NELS:88 the most important potential source of undercoverage bias was exclusion of 5.37 percent of the potential sample of eighth graders in the base year. (See entry for "Base year ineligible study" and "Followback study of excluded students.")

Bias (of an estimate): The difference between the expected value of a *sample* estimate and the corresponding true value for the *population*.

Burden: Formally, this is the aggregate hours realistically required for data providers to participate in a data collection. Burden also has a subjective or psychological dimension: the degree to which providing information is regarded as onerous may depend on the salience to the respondent of the questions that are being posed and on other factors such as competing time demands.

BY: NELS:88 Base Year Study conducted in 1988.

Carnegie units: A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

CCD: Common Core of Data. Data annually collected from all public schools in the United States by the National Center for Education Statistics.

CD-ROM: Compact Disk Read-Only Memory. A computer storage disk in the same physical form as an audio CD. A CD-ROM can store approximately 650 megabytes of digital data. NELS:88 data are available both in magnetic media, such as tapes, as well as in optical laser disc media, such as CD-ROM.

Ceiling effect: The result of a cognitive test having insufficient numbers of the more difficult items. In a *longitudinal* study, ceiling effects in the follow-up testings can cause change scores to be artificially constrained for high ability examinees. More information (that is, smaller error of measurement) is obtained with respect to ability level if high ability individuals receive relatively harder items (and if low ability individuals receive proportionately easier items). The matching of item difficulty to a person's ability level yields increased *reliability* at the extremes of the score distribution where it is most needed for studies of longitudinal change. That is, the measurement problems related to *floor* and ceiling effects in combination with regression effects found at the extreme score ranges seriously hamper the accuracy of change measures in longitudinal studies. Hence one strategy employed in NELS:88 to minimize ceiling effects was to develop test forms that are "adaptive" to the ability level of the examinee. The multilevel tests used in the first and second follow-ups of NELS:88--with test assignment based on prior test performance--work to minimize the possibility of ceiling effects biasing the estimates of the score gains. (See entry for "Floor effect.")

Certainty school: A first or second follow-up school attended by four or more NELS:88 *sample* members, as determined by *tracing* and data collection efforts. These schools are included in the sample with certainty (probability = 1). All NELS:88 first follow-up sample members in the school at the time of data collection were included in the second follow-up.

Closed-ended: A type of question in which the data provider's responses are limited to given alternatives as opposed to an *open-ended* question. (See entry for "Open-ended.")

Cluster size: The number of NELS:88 *sample* members attending a particular high school.

Codebook: A *record* of each variable being measured, including variable name, columns occupied by each variable in the data matrix, values used to define each variable, unweighted frequencies, unweighted percents, and weighted valid percents. (See entry for "electronic codebook.")

Cognitive test battery: One of the two parts of the Student Survey (the second part being the *student questionnaire*). Four achievement areas (mathematics, reading, science, and social studies [history/ citizenship/geography]) were measured.

Cohort: A group of individuals who have a statistical factor in common, for example, year of birth or grade in school or year of high school graduation. NELS:88 embraces three overlapping but distinct nationally-representative grade cohorts: 1987-88 eighth graders, 1989-90 high school sophomores, and 1991-92 high school seniors.

Composite variables: A composite variable is one that is constructed through either the combination of two or more variables (socioeconomic status, for example) or calculated through the application of a mathematical function to a variable. Also called a "derived variable" or "constructed variable."

Confidence interval: A *sample*-based estimate expressed as an interval or range of values within which the true *population* value is expected to be located (with a specified degree of confidence).

Contextual data: In NELS:88, the primary unit of analysis is the student (or *dropout*), and information from the other study components, referred to as the contextual data, should be viewed as extensions of the student data--for example, as *school administrator*, *teacher*, and *parent* reports on the student's school learning environment or home situation.

Core school: School that was selected between Phases 1 and 2 of the second follow-up to receive the full complement (*School Administrator, Teacher*, Transcript) of study components, and for in-school data collection sessions.

Core student: Students who are part of the primary *cohort* of NELS:88, in contrast to *state augmentation* or *School Effectiveness Study* students. The core students include those chosen as eighth graders in the 1988 Base Year Study and those added to the *sample* through *freshening* procedures during the first or second follow-up.

Core study: The original NELS:88 study, in contrast to the study with additions and follow-up additions like the *state augmentation* studies and the *School Effectiveness Study*.

Course offerings: School-level summaries of courses offered and of course enrollment levels; while in *HS&B* course offerings data were collected for all schools, in NELS:88 such data have been collected only for schools in the *School Effectiveness Study*.

Cross-sectional survey: A cross-sectional design represents events and statuses at a single point in time. For example, a cross-sectional survey may measure the cumulative educational attainment (achievements, attitudes, statuses) of students at a particular stage of schooling (for example, eighth grade, tenth grade, or twelfth grade). In contrast, a *longitudinal* (or repeated measurement of the same *sample* units) survey measures the change or growth in educational attainments that occurs over a particular period of schooling. The longitudinal design of NELS:88 generates--by means of sample *"freshening"*--three representative cross-sections (eighth graders in 1988, high school sophomores in 1990, seniors in 1992) and permits analysis of individual level change over time through longitudinal analysis and of group level and intercohort change through the cross-sectional comparisons. (See entry for "Longitudinal or Panel Survey.")

Data element: The most basic unit of information. In data processing it is the fundamental data structure. It is defined by its size (in characters) and data type (e.g. alphanumeric, numeric only, true/false, date) and may include a specific set of values or range of values.

Design effect: A measure of *sample* efficiency. The design effect (DEFF) is the *variance* of an estimate divided by the variance of the estimate that would have occurred if a sample of the same size had been selected using simple random sampling. Sometimes it is more useful to work with *standard errors* than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimates from a simple random sample.

Dropout: The term is used both to describe an event--leaving school before graduating--and a status--an individual who is not in school and is not a graduate at a defined point in time. The "*cohort* dropout rate" in NELS:88 is based on measurement of enrollment status of 1988 eighth graders two and four years later (that is, in the spring term of 1990 and the spring term of 1992) and of 1990 sophomores two years later.

A respondent who has not graduated from high school or attained an equivalency certificate and who has not attended high school for 20 consecutive days (not counting any excused absences) is considered to be a dropout. In contrast, transferring schools--for example, from a public to a private school--is not regarded as a dropout event, nor is delayed graduation (as when a student is continuously enrolled but takes an additional year to complete school). A person who drops out of school may later return and graduate: at the time the person left school initially, he or she is called a "dropout," and at the time the person returns to school, he or she is called a "*stopout*."

Early graduate: A student who graduated from high school in less than the typical amount of time. For example, if a student graduated in December of his/her senior year (when the majority of his/her classmates graduate the following May or June), the student is categorized as an early graduate. In the main study data collection, early graduates were administered a special supplement in the *student questionnaire* along with the *cognitive test battery*.

Electronic codebook (ECB): While hardcopy *codebooks* with item stems, response categories, associated response frequency distributions, unweighted percents, and weighted valid percents are contained within the NELS:88 user's manuals, NELS:88 data are also available on *CD-ROM* in an electronic codebook (ECB) format. For example, the electronic codebook created for the combined base year first follow-up NELS:88 data is a menu-driven system that allows users to perform functions such as the following: (a) search a list of NELS:88 *BY-F1* database variables based upon key words or variable names/labels; (b) display weighted and unweighted percentages for each variable in the database; (c) display question text for each variable in the database; (d) select or tag variables for subsequent analysis; (e) generate SAS-PC or SPSS-PC+ program code/command statements for subsequently constructing a system file of the selected variables; and (f) generate a codebook of the selected variables. An electronic codebook is also being prepared for the NELS:88 second follow-up data, and will again be housed on a CD-ROM.

ETS: Educational Testing Service. *NORC*'s subcontractor for NELS:88 cognitive test development and evaluation.

F1: The NELS:88 first follow-up, conducted in 1990.

F2: The NELS:88 second follow-up, conducted in 1992.

File: Refers to a data file containing a set of related computerized *records*.

Floor effect: The result of a cognitive test being too difficult for a large number of the examinees, causing the low ability examinees to receive chance scores on the first testing, and on subsequent testings if the test remains too difficult. Floor effects result in an inability to discriminate among low ability individuals at time one or time two, and there will be no reliable discrimination among examinees with respect to amounts of change. A possible solution, utilized in NELS:88, is to develop test forms that are "adaptive" to the ability level of the examinee, which tends to minimize the possibility of floor effects biasing the estimates of the score gains.

Followback study of excluded students: A continuation in the NELS:88 second follow-up of a special substudy begun in the first follow-up as (see entry for) the *base year ineligibles study*.

Freshening: A NELS:88 sampling procedure by which high school sophomores were added in the first follow-up who were not in the eighth grade in the U.S. two years before. This process was repeated in the second follow-up, adding high school seniors who were not in the eighth grade in the U.S. four years

before, and not in the tenth grade in the U.S. two years before. This process ensured that the *sample* would be representative of the 1992 senior class by allowing 1992 seniors who did not have a chance for selection into the base year (or the first follow-up) sample to have some probability of 1992 selection.
GED recipient: A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation. (See entry for "GED test" and "Alternative completer.")

GED test: General Educational Development test. A test administered by the American Council on Education as the basis for awarding a high school equivalent certification.

HS&B: High School and Beyond. The second in the series of *longitudinal* education studies sponsored by NCES. The HS&B Base Year study surveyed sophomore and senior students in 1980.

IEP: Individualized Education Program in special education for students with a mental or physical disability.

IRT: Item Response Theory. A method of estimating achievement level by considering the pattern of right, wrong, and omitted responses on all items administered to an individual student. Rather than merely counting right and wrong responses, the IRT procedure also considers characteristics of each of the test items, such as their difficulty, and the likelihood that they could be guessed correctly by low-ability individuals. IRT scores are less likely than simple number-right or formula scores to be distorted by correct guesses on difficult items if a student's response vector also contains incorrect answers to easier questions. Another attribute of IRT that makes it useful for NELS:88 is the calibration of item parameters for all items administered to all students. This makes it possible to obtain scores on the same scale for students who took harder or easier forms of the test. IRT also permits vertical scaling of the three grade levels (grade 8 in 1988, grade 10 in 1990, grade 12 in 1992).

Item nonresponse: The amount of missing information when a valid response to an item or variable was expected. (See entry for "Unit-nonresponse.")

LEP: Limited English Proficient. A concept developed to assist in identifying those language-minority students (individuals from non-English language backgrounds) who need language assistance services, in their own language or in English, in the schools. (See entries for "NEP" and "LM.") The Bilingual Education Act, reauthorized in 1988 (PL 100-297), describes a limited English proficient student as one who:

1) meets one or more of the following conditions:
    a) the student was born outside of the United States or the student's native language is not English;
    b) the student comes from an environment where a language other than English is dominant; or
    c) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and
2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

LM: Language Minority. A fully English proficient student in whose home a non-English language is typically spoken. This groups includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

Longitudinal or panel survey: In a longitudinal design, similar measurements--of the same *sample* of individuals, institutions, households or of some other defined unit--are taken at multiple time points. NELS:88 employs a longitudinal design that follows the same individuals over time, and permits the analysis of individual-level change. (See entry for "Cross-sectional survey.")

Machine editing: Also called forced data cleaning or logical editing. Uses computerized instructions in the data cleaning program that ensure common sense consistency within and across the responses from a data provider.

Microdata (microrecords): Observations of individual *sample* members, such as those contained on the NELS:88 data *files*.

MSA: Metropolitan statistical area. A large population nucleus and the nearby communities which have a high degree of economic and social integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. (However, in New England, towns and cities, rather than counties, are the basic units.) MSAs are designated by the Office of Management and Budget (*OMB*). An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. A MSA also includes such additional outlying counties which meet specified criteria relating to metropolitan character and level of community of workers into the central city or counties.

Multidimensional raking: An adjustment procedure in weighting whereby the sum of the weights for each marginal category of respondents in the follow-up rounds of NELS:88 was made equal to the corresponding sum of the final prior round weights for that group.

NAEP: The National Assessment of Educational Progress.

NAIS: The National Association of Independent Schools. This organization endorsed NELS:88. NAIS schools form a base year school sampling stratum in NELS:88, and NAIS constitutes a category within the restricted use *file* school control type variable.

NCEA: The National Catholic Educational Association. This organization endorsed NELS:88.

NCES: The National Center for Education Statistics, Office of Educational Research and Improvement, of the U.S. Department of Education. This governmental agency is the primary sponsor of NELS:88, and is also the sponsoring agency for (among other studies) *NAEP*, *HS&B*, and *NLS-72*.

NELS:88: The National Education Longitudinal Study of 1988. Third in the series of *longitudinal* education studies sponsored by NCES. The study began in 1988 with the eighth-grade class of that year. The study has collected data in 1988, 1990, and 1992 on student's school experiences, as well as background information from *school administrators, teachers* and *parents* (in the base year and second follow-up only). The study seeks to learn about students' educational experiences and outcomes from eighth grade through high school and beyond.

NEP: No English Proficiency. A student who does not speak English. (See entry for "LEP.")

NLS-72: The National Longitudinal Study of the High School Class of 1972. This project was the first in the series of *longitudinal* education studies sponsored by NCES.

Noncertainty schools: Schools in which fewer than four (three, two or one) NELS:88 students attended. These schools were not subsampled for participation in the *School Administrator, Teacher*, and Transcript components. Additionally, the survey instruments were not administered in group sessions in the schools, as was done in the *certainty schools*.

Nonresponse: (See entry for "Item nonresponse" and "Unit nonresponse.")

Nonsampling error: An error in *sample* estimates that cannot be attributed to sampling fluctuations. Such errors may arise from many sources including imperfect implementation of sampling procedures, differential unit or *item nonresponse* across subgroups, *bias* in estimation, or errors in observation and recording.

NORC: The National Opinion Research Center at The University of Chicago. NORC conducts NELS:88 for the National Center for Education Statistics.

NSF: The National Science Foundation, which is one of the sponsors of NELS:88. The National Science Foundation awards grants and contracts to individuals and organizations to conduct research. NSF sponsored two components of the second follow-up: 1) additions to the *student questionnaire* to learn about students' experiences and their exposure to mathematics and science curricula, and 2) a *teacher survey* of mathematics and science teachers to obtain evaluations of their NELS:88 student(s) and to learn about their classroom practices and background preparation for teaching.

OBEMLA: The Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education. OBEMLA funded a NELS:88 supplement that inquired into the education experiences of students whose native language is other than English.

OMB: The Office of Management and Budget, U.S. Executive Branch. OMB is a federal agency with the responsibility for reviewing all studies funded by executive branch agencies. OMB reviewed, commented on, and approved the NELS:88 questionnaires, as indicated by their approval number and its expiration date in the top right corner of the questionnaire covers.

Open-ended: A type of question in which the data provider's responses are not limited to given alternatives.

Optical disk: A disk that is read optically (e.g., by laser technology), rather than magnetically. (See entry for "CD-ROM.")

Optical scanning: A system of recording responses that transfers responses into machine-readable data through optical mark reading. This method of data capture was used for the NELS:88 *student questionnaires* and *cognitive tests*, as well as for the *parent* and *teacher questionnaires*. (In contrast, responses to certain other questionnaires, such as the *school administrator questionnaire*, were keyed by using conventional data entry methods.)

Out-of-sequence: This term means that a student is not in the grade that he/she would be in if progressing with the majority of the *cohort* through school. For example, most NELS:88 *sample*

members were in the tenth grade in the 1989-90 school year; one would be described as out-of-sequence if found to be in the eleventh grade in the 1989-90 school year.

Parent, NELS-targeted parent/guardian: The NELS:88 Parent Component sought to collect information from parents of eligible student/*dropout* respondents. It was asked that the parent or guardian who knew most about his or her child's educational experience complete the questionnaire.

PIN: Personal Identification Number. A unique number assigned to each district and school.

Population: All individuals in the group to which conclusions from a data collection activity are to be applied. Weighted results of NELS:88 data provide estimates for populations and subgroups.

Population variance: A measure of dispersion defined as the average of the squared deviations between the observed values of the elements of a population or *sample* and the population mean of those values.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

Poststratification adjustment: A weight adjustment that forces survey estimates to match independent *population* totals within selected poststrata (adjustment cells).

Precision: The difference between a *sample*-based estimate and its expected value. Precision is measured by the *sampling error* (or *standard error*) of an estimate.

Probability sample: A sample selected by a method such that each unit has a fixed and determined probability of selection.

QED: Quality Education Data. QED is a commercial firm that publishes national directories of all public and private schools and districts. Its list of schools in the U.S. constituted the sampling frame for the base year, and provided important information on school location, principal's name, minority enrollment, and other characteristics.

Range check: A determination of whether responses fall within a predetermined set of acceptable values.

Record format: The layout of the information contained in a data *record* (includes the name, type, and size of each field in the record).

Records: A logical grouping of *data elements* within a *file* upon which a computer program acts.

Reliability: The consistency in results of a test or measurement including the tendency of the test or measurement to produce the same results when applied twice to some entity or attribute believed not to have changed in the interval between measurements.

Sample: Subgroup selected from the entire *population*.

Sampling error: The part of the difference between a value for an entire *population* and an estimate of that value derived from a *probability sample* that results from observing only a sample of values.

Sampling variance: A measure of dispersion of values of a statistic that would occur if the survey were repeated a large number of times using the same *sample* design, instrument and data collection methodology. The square root of the sampling variance is the *standard error*.

School administrator questionnaire: This questionnaire was to be completed by the principal and/or someone designated by the principal. The questionnaire sought basic information about school policies, number of students in each class, curriculum offered, programs for disadvantaged and disabled students, and other school characteristics.

School climate: The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

School Coordinator: A person designated in each school to act as a contact person between the school and *NORC*. This person assisted with establishing a *survey day* in the school, and in some cases where the school *cluster size* was very small, the School Coordinator administered the student instruments.

School Effectiveness Study: A component of NELS:88 added to the first follow-up to permit the study of school effects. The supplement substantially increased *cluster sizes* and provided in-school representative student *samples* at approximately 250 urban and suburban schools in the thirty largest *MSAs* in order to permit researchers to assess the impact of various school characteristics (such as structural and management characteristics and *school climate*) on student outcomes (such as student achievement and educational experience). This component was continued in the second follow-up, and included *student*, *school administrator*, *teacher*, and *parent questionnaires*, transcript surveys, as well as a *course offerings* component.

Standard deviation: The most widely used measure of dispersion of a frequency distribution. It is equal to the positive square root of the *population variance*.

Standard error: The positive square root of the *sampling variance*. It is a measure of the dispersion of the sampling distribution of a statistic. Standard errors are used to establish *confidence intervals* for the statistics being analyzed.

State augmentation students: In the base year, certain states funded a *sample* of additional schools in the state to produce a representative sample of schools in the state. In this sense, the state's sample was "augmented" to maximize the utility of the NELS:88 data for those states. The students from those base year schools were designated as "augmentation" students, and were followed and surveyed in the first follow-up, though the students had dispersed to many tenth-grade schools. In the second follow-up these students were surveyed again.

Stopout: A student who had one or more occurrences of school non-attendance for 20 or more days (not including any excused absences) who subsequently returned to school. In NELS:88, this term was used for temporary dropouts *within a round* (e.g., out of school in fall 1989 but back spring 1990, as contrasted to 1990 dropouts who were back in school in spring term of 1992).

Student questionnaire: One of the two parts of the student survey (the other part is the *cognitive test battery*). This instrument contained a locator section for *tracing sample* members for future waves of NELS:88 and a series of questions about courses taken, hours spent on homework, and perceptions of the school and the home environment.

Survey day: A day chosen by the school during the data collection period when an *NORC* interviewer and a clerical assistant (or the *School Coordinator* in schools with only a small group of *sample* members) administered the survey to the school's sample of students. The survey day session lasted about three hours for the actual data collection, with about thirty minutes each for preparation and clean-up/preparation of completed materials for mailing.

Teacher questionnaire: Math and science teachers of selected students were asked to complete a teacher questionnaire, which collected data on school and teacher characteristics (including teacher qualifications and experience), evaluations of student performance, and classroom teaching practices.

Teacher, NELS-targeted teacher sample: In the base year and first follow-up, two teacher reports were sought for each student, reflecting a combination of two subjects from four subject areas (English, social studies, science, mathematics). In the second follow-up, one teacher report per pupil was sought for those students who were enrolled mathematics, science, or both, in one of the schools designated for school *contextual data* collection.

Tracing: The locating (and ascertaining of school enrollment status) of NELS:88 *sample* members. Sample members were traced at six points in time subsequent to eighth grade: autumn term 1988, autumn term 1989, spring term 1990, autumn term 1990, autumn term 1991, and spring term 1992.

Transfer student: A NELS:88 *sample* member who moved from one school to another after the subsampling of schools between Phase 1 (the *tracing* of sample members to their school of enrollment) and Phase 2 (the re-verification of *sample* members' school of enrollment).

Unit nonresponse: Failure of a survey unit (for example, at the institutional level, a school, or at the individual level, a respondent, such as a student or a teacher) to cooperate or complete survey instrument. Unit nonresponse may be contrasted to *item nonresponse*, which is the failure of a participating *sample* member to give a valid response to a particular question on a survey instrument.

Validity: The capacity of an item or measuring instrument to measure what it was designed to measure; stated most often in terms of the correlation between scores in the instrument and measures of performance on some external criterion. *Reliability*, on the other hand, refers to consistency of measurement over time. (See entry for "Reliability.")

Variance: See entry for "Population variance" and "Sampling variance."

Weighted estimates: Estimates from a *sample* survey in which the sample data are statistically weighted (multiplied) by factors reflecting the sample design. The weights (referred to as sampling weights) are typically equal to the reciprocals of the overall selection probabilities, multiplied by a *nonresponse* or *poststratification adjustment*. Thus, for example, the 1,035 completed *school administrator questionnaires* in the NELS:88 base year represent a *population* of 38,774 schools. Individual completed cases (that is, base year school administrator questionnaires) may "represent" anywhere from a minimum of 1.5 schools to a maximum of 387.3 schools. To take another example, 12,111 base year questionnaire respondents reported themselves to be male, and a slightly greater number (12,244) reported themselves to be female. When these cases are multiplied by the nonresponse-adjusted student weights to yield a weighted percent that reflects the national population of eighth graders, the estimate for males is 50.1 percent of the 1988 eighth-grade *cohort* while females are estimated to comprise 49.9 percent of the nation's 1988 eighth graders.

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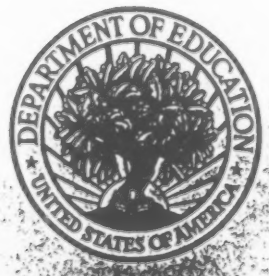
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